

Taylor University

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### Taylor University Catalog 2003-2004

Taylor University

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# TAYLOR

## University



*Upland Campus  
Catalog 2003/2004*

Taylor University operates undergraduate liberal arts programs on two campuses, one in Upland, Indiana, and the other in Fort Wayne, Indiana. Together with the Student Life Handbook, which is published annually, this catalog in the official bulletin of Taylor University.

A separate catalog describing the programs offered at Taylor University Fort Wayne is available. The traditional program offers bachelor of arts, bachelor of science, bachelor of business administration, and associate of arts degree programs. The Center for Lifelong Learning offers credit and noncredit courses as well as an on-line associate of arts degree program, which primarily serve adult learners through continuing and distance education offerings.

For a copy of the Taylor Fort Wayne catalog, application forms, of further information, contact the Office of Admissions, Taylor University Fort Wayne, 1025 West Rudisill Blvd., Fort Wayne, IN 46807 or call 260-456-2111 or 1-800-233-3992. Information may also be obtained by visiting the Taylor University Fort Wayne admission home page at [www.tayloru.edu/adm/fw](http://www.tayloru.edu/adm/fw).



## **Upland Campus**

Founded 1846

There are those who seek knowledge for the sake of  
knowledge, *that is curiosity.*

There are those who seek knowledge to be known by  
others, *that is vanity.*

There are those who seek knowledge in order to  
serve, *that is love.*

Bernard of Clairvaux (1090-1153)

## **Catalog 2003-2004**

236 West Reade Avenue • Upland, IN 46989-1001  
Telephone: (765) 998-2751 or (800) 882-3456 • Fax: (765) 998-4910  
[www.tayloru.edu/upland/admissions](http://www.tayloru.edu/upland/admissions)


Information in this catalog, while current at the time of printing, is subject to change based on enrollment, faculty availability, and other considerations. Taylor University reserves the right to withdraw a course or program or to limit its enrollment when, for any reason, it becomes impractical to offer it as previously scheduled.

While Taylor University publishes program information and materials and assigns advisors, the student is ultimately responsible to assure his/her academic program fulfills all graduation requirements. The university reserves the right to withdraw a previously awarded degree if the university subsequently determines that the degree requirements were not met appropriately.





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### A Heritage Exceeding 150 Years

The year 2003 marked the 157th anniversary of the founding of Taylor University in 1846. During the year of 1846, the United States annexed New Mexico as a territory, admitted Iowa as the 29th state in the Union, and declared war on Mexico. Electric arc lighting was introduced in Paris, and Elias Howe in America patented the sewing machine. John Deere constructed the first plow with a steel moldboard. During the same year, an American dentist W. T. Morton introduced ether as an anesthetic. In the literary world, Henry Wadsworth Longfellow published "The Belfry of Bruges" and Herman Melville published "Typee." In London, Charles Dickens introduced the first cheap English newspaper, the Daily News, and the Evangelical Alliance was founded. In Ireland the failure of the potato crop caused a famine, which would send thousands of Irish immigrants to America. Also in 1846, the Smithsonian Institute was established in Washington D.C., and certain political and religious movements in America gained momentum in advocating the emancipation of black slaves and promoting expanded rights for women.

Forged in the fire of intense religious beliefs, Taylor University was destined to become one of the oldest evangelical Christian colleges in America. Conceptualized with the conviction that women as well as men should have an opportunity for higher education, Taylor University began as Fort Wayne Female College in Fort Wayne, Indiana, and then became Fort Wayne College. Following the example of Oberlin College (which became the first coeducational college in America and the first to award college degrees to women in 1841), Fort Wayne College became coeducational in 1855. In 1890, the school merged with the Fort Wayne College of Medicine and changed its name to Taylor University in honor of Bishop William Taylor. In 1893, because of the population boom in the central part of the state, Taylor University moved to Upland, Indiana. Nearly 100 years later in 1992, Taylor University re-established its presence in Fort Wayne by acquiring Summit Christian College. (Summit had started in 1895 with the sponsorship of the Missionary Church Association and the spiritual leadership of Joseph P. Ramseyer and Daniel Y. Schultz.) Since 1992, Taylor University has operated two campuses in Indiana: Taylor University Upland and Taylor University Fort Wayne.

Bishop William Taylor became a symbol of the values and ideals of the college. William Taylor was an energetic missionary evangelist possessed with unusual vitality of commitment and devotion. His voluminous writings including many books on preaching and missions and extensive worldwide missionary endeavors resulted in his being the first lay pastor to be named a Bishop of the Methodist Church.

With this heritage, Taylor University entered the twentieth century. Taylor University's historian, Dr. William Ringenberg, noted, "The intellectual revolution at the turn-of-the-century cracked the spiritual foundations of major universities" in America by challenging the role of the Christian worldview. "This, coupled with the dehumanizing of education" and the unrest caused by "the inability of secular education to guide students in their quest for meaning" helped to further shape, strengthen, and define Taylor's Christian educational mission.

# **OUR HERITAGE, MISSION, AND LIFE TOGETHER**

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For 157 years, Taylor has been faithful to that mission.

As we enter the next millennium, the institution's administration, faculty, staff, and students stand committed to our heritage of Christian commitment and academic excellence.

## **A Christian Liberal Arts College**

Taylor University is an evangelical, independent, interdenominational Christian liberal arts college where faith, living, and learning are integrated. The Taylor University Upland student body of over 1,875 is divided almost equally between men and women who come from almost every state and over 30 foreign countries.

Taylor is distinctive in its commitment to both spiritual and intellectual development as symbolized by the twin spires of the Rice Bell Tower. The carillon bells, given in honor of Barbara Gentile, remind the campus community of its dual mission throughout the day.

Academic pursuits at Taylor are rigorous, demanding imagination, dedication, and integrity from both students and faculty. As a Christian institution, Taylor University has concerned, competent faculty who recognize that all truth has its source in God. The students' quest for truth begins with this conviction and relates to all aspects of the liberal arts curriculum.

The Upland campus of Taylor University consists of approximately 250 acres located on the south side of the town of Upland, Indiana. Upland is situated five miles east of I-69, fifty miles south of Fort Wayne, and seventy miles north of Indianapolis. Sixteen major buildings have been added to the Upland campus since 1965. Major remodeling and restoration of other facilities continue to take place in order to achieve maximum utilization and quality maintenance.

## **Mission and Purposes**

Taylor University is an interdenominational evangelical Christian institution educating men and women for lifelong learning and for ministering the redemptive love of Jesus Christ to a world in need. As a Christian community of students, faculty, staff, administration, and trustees committed to the Lordship of Jesus Christ, Taylor University offers post-secondary liberal arts and professional education based upon the conviction that all truth has its source in God.

In order to advance this mission, Taylor University is committed to the following purposes:

- To involve students in learning experiences imbued with a vital Christian interpretation of truth and life that foster their spiritual, intellectual, emotional, physical, vocational, and social development.
- To educate students to recognize that all truth is God's truth and that the Christian faith should permeate all learning, leading to a consistent life of worship, service, stewardship, and world outreach.



## OUR HERITAGE, MISSION, AND LIFE TOGETHER

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- To create specific experiences wherein the integrative focus of the Christian liberal arts education is clarified, personalized, and applied.
- To foster a biblical model of relationships that acknowledges both unity and diversity of the followers of Christ and that can be evidenced in a continuing lifestyle of service to and concern for others.
- To contribute to the advancement of human knowledge and understanding, and serve the evangelical Christian church and the larger public community for the glory of God.
- To build maximum program effectiveness by maintaining appropriate support service, by consistently studying and improving all university operations, and by fostering mutually beneficial relationships between and among students, faculty, staff, administration, and trustees.

### Core Values Statement

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Taylor University is comprised of covenant communities on a journey of Christian discipleship known for our tough minds, tender hearts and hands outstretched in competent, caring service. As covenant communities we work to be Christ-centered, biblically anchored, liberal arts grounded, whole person focused, vocationally equipping, world engaging and servant leadership motivated. The goal of our journey is to produce Christian disciples able to do God's work throughout His creation ministering the redemptive love of Jesus Christ to a world in need through lifetimes of learning, leadership and service.

### Implementation of the Mission and Purposes

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Taylor University carries out its mission and purposes through the operation of educational programs centered on two campuses. All Taylor University programs hold to a Christian worldview and are characterized by the integration of faith and learning.

Taylor University Upland serves Christian men and women in a community that consists largely of traditional college students living in a residential campus setting and pursuing baccalaureate-level degree programs.

Taylor University Fort Wayne uses traditional and alternate delivery systems to serve both traditional students and adult learners in educational programming that results in baccalaureate degrees, associate degrees, departmental certificates of completion, and continuing education. In the nontraditional adult programs, enrollment opportunities are extended to qualified individuals who respect, but may not personally embrace, the university's statement of faith.

### Statement of Faith

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*Revised May 2003*

To more explicitly define the meaning of Christian higher education as used in the Articles of Incorporation, and the methods and policies by which the proposed results are to be achieved through the University or any affiliated educational institution under the control of the University, the following statements of belief and practice are set forth:

# OUR HERITAGE, MISSION, AND LIFE TOGETHER

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Taylor University is firmly committed to the lordship of Jesus Christ and evangelical Christianity. To assure the central place of Christian principles in the philosophy and life of the University, the trustees, administration, faculty, and staff believe that:

- There is one God, eternally existent in three persons—Father, Son, and Holy Spirit—the ultimate Creator and Sustainer of all things in heaven and on earth.
- The Holy Bible is the only inspired, authoritative written word of God, progressively revealing God's will for humankind.
- Jesus Christ is the living word of God who made known and carried out God's plan of redemption through His virgin birth, sinless life, atoning death, bodily resurrection, and ascension, and who will return in power and glory.
- The Holy Spirit is present in the life of the believer, testifying to the lordship of Christ and enabling the believer to live a godly life.
- Humankind, though uniquely created in God's image, rebelled and stands in need of redemption.
- God graciously extends salvation to anyone who comes to Christ by faith.
- The Church is the community of believers who express their unity in Christ by loving and serving Him, each other, and all people.

## The Life Together Covenant

Taylor University is a community of Christians who have joined together for the purpose of academic progress, personal development, and spiritual growth. Participation in the university community is based on the foundation of our commitment to the Lordship of Jesus Christ. Together we seek to honor Him by integrating faith and learning while our hearts and lives reflect the process of maturing in Christ.

The purpose of this covenant is to identify the expectations for participation in our community that assist us in living together and in meeting institutional objectives. We acknowledge that it is impossible to create a community with expectations that are totally acceptable to every member. Nevertheless, certain expectations must be specified to assure orderly community life. When individuals join the Taylor community, they freely and willingly choose to take upon themselves the responsibilities outlined in this covenant.

### Assumptions

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Community life at Taylor University is based upon the following beliefs:

1. Loving God and being accountable to Him are the primary motivations for Christian relationships and behavior.
2. The Bible is our authority; it provides the essential teachings and principles for personal and community conduct.
3. God, through the Holy Spirit, places in every believer the inner resources and attributes to minister to others through supportive relationships.

# OUR HERITAGE, MISSION, AND LIFE TOGETHER

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## Responsibilities for Relationships

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Living in daily fellowship with other Christians is a privilege and an expression of God's grace. In recognition of this privilege, great value is placed on the quality of relationships in our community. We acknowledge that we are living in a fellowship where we are dependent on and accountable to one another. The New Testament word for fellowship is *koinonia*. It is translated as partaker, communion, communication, contribution, or distribution. Members, therefore, are encouraged to seek as many opportunities as possible to demonstrate *koinonia*.

Within our community, the greatest expression of fellowship and the highest principle for relationships is love. As Scripture states: *We should love one another. This is how we know what love is: Jesus Christ laid down His life for us. And we ought to lay down our lives for our brothers . . . let us not love with words or tongue but with actions and in truth. Since God so loved us, we also ought to love one another. Whoever loves God must also love his brother (1 John 3:11, 16, 18; 1 John 4:11, 21 NIV).*

For the purpose of our community we have identified the following specific expressions of love as being among the most desirable in our relationships.

## Edification

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We expect each member of the community to strive consciously to maintain relationships that support, encourage, and help others. According to Scripture: *We who are strong ought to bear with the failings of the weak and not to please ourselves. Each of us should please his neighbor for his good, to build him up (Romans 15:1-2 NIV).*

## Bearing with One Another

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Because of our humanness, difficulties in relationships can occur. In such cases, we are to respond as the Scripture states: *. . . clothe yourselves with compassion, kindness, humility, gentleness and patience. Bear with each other and forgive whatever grievances you may have against one another (Colossians 3:12, 13a NIV).*

## Burden Bearing

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We are responsible to come alongside those experiencing grief, discouragement, illness, tragedy, or other personal trials. Expressions of bearing one another's burdens include comfort, encouragement, consolation, and intercession.

## Speaking the Truth in Love

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Speaking the truth to each other with love can strengthen a community such as ours. Problems in relationships and behavior can be resolved constructively by confronting one another in an appropriate spirit. If the welfare of the one being confronted is paramount and if the confronter is acting in love, the process can produce growth.

5/02



# OUR HERITAGE, MISSION, AND LIFE TOGETHER

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## **Reconciliation, Restoration, and Restitution**

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Healing broken relationships is necessary for a healthy community. When relationships have been harmed, regardless of the reason, individuals are expected to reach out to one another, to forgive one another, to restore relationships, and to make restitution. II Corinthians 5:18-19 NIV states: . . . *and He (Christ) gave us the ministry of reconciliation . . . and He has committed to us the message of reconciliation.*

Implementing the above expressions of love in relationships requires continual effort and sensitivity to others. Relationships of this quality honor God, enrich our lives, and assist in meeting the goals of the university.

## **Biblical Responsibilities for Behavior and Attitudes**

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Scripture teaches that certain attributes are available to individuals through the Holy Spirit. These attributes include: *love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control. Against such things there is no law (Galatians 5:22-24 NIV).* This "fruit of the Spirit" is to be sought, encouraged, and demonstrated in our relationships.

In contrast to encouraging these positive attributes of the heart, Scripture condemns attitudes such as greed, jealousy, pride, lust, and hatred. Although these attitudes are sometimes difficult to discern, they can hinder relationships with God and others and lead to unacceptable behavior.

Certain behaviors are expressly prohibited in Scripture and therefore should be avoided by members of the university community. They include theft, lying, dishonesty, gossip, slander, backbiting, profanity, vulgarity (including crude language), sexual promiscuity (including adultery, homosexual behavior, and premarital sex), drunkenness, immodesty of dress, and occult practices.

In keeping with scriptural admonitions to bring ourselves under the authority of government, members of the Taylor University community are expected to uphold the laws of the local community, the state of Indiana, and the nation. An exception would be those rare occasions in which obedience to the civil authorities would require behavior that conflicts with the teaching of Scripture. On such occasions, each individual would submit voluntarily to the civil penalty for this behavior. Behavior resulting in civil arrest on or off campus is subject to review within the university's disciplinary procedures.

## **University Expectations for Behavior and Attitudes**

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In addition to subscribing to biblical expectations, members of the Taylor University community voluntarily commit themselves to the following standards of behavior. This commitment results from the conviction that these standards serve the good of the individual as well as the institution. These standards are not set forth as absolutes or as an index of Christian spirituality but rather as expectations of this community. Because of the importance of trust in and responsibility to one another, violations of these standards are regarded as a serious breach of integrity within the community.

## OUR HERITAGE, MISSION, AND LIFE TOGETHER

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The following standards apply to students, faculty, and administrators at Taylor University:

1. Members of the community are to observe the Lord's Day (Sunday) as a day set apart primarily for worship, fellowship, ministry, and rest. While activities such as recreation may be a part of the day, "business as usual" relative to university programs and services will not be sanctioned or encouraged except where absolutely necessary.
2. Corporate worship, fellowship, and instruction are essential for our community. Therefore, students, faculty, and administrators are expected to attend chapel. Regular attendance is understood as a mature response to our community goals. The attendance policy is not a voluntary one; it is dependent upon individual honor and allows three or fewer absences each term. In addition, members of the community are encouraged to participate in university-related religious activities as well as those of their own church.
3. The community recognizes the danger to one's physical and psychological well being in the use of certain products. Therefore, members of the community are to refrain from the use of tobacco in any form, alcoholic beverages, hallucinogenic drugs and substances (including marijuana), or narcotics not authorized by a physician. Under no circumstances are the above to be used, possessed, or distributed on or away from campus. Members are expected not to abuse the use of legal substances.
4. Gambling (exchange of money and goods by betting or wagering) is viewed as an unwise use of God-given resources and therefore is not acceptable in any form.
5. In order to enhance and preserve the ethos of Taylor University, social dancing by community members is not permitted on or away from campus. However, acceptable forms of expression by the university may include sanctioned folk dances, ethnic games, and dances that are designed to worship God. The use of choreography in drama, musical productions, and athletic events is also acceptable.
6. Because of our concern for the worth and dignity of persons, each member of the community is expected to be sensitive to special needs existing in our society and on our campus. Therefore, discrimination against others on the basis of race, national origin, sex, or disability is not acceptable.
7. Any kind of demeaning gesture, threat of violence, or physical attack directed toward another person will not be tolerated. Vandalism of property is also unacceptable.
8. The university urges its members to be selective in their choices of entertainment and recreation. Activities and entertainment that are of questionable value or diminish a person's moral sensitivity should be avoided.
9. The pornography industry exploits people. Further, the use of the industry's products is immoral. Therefore, pornographic materials are not to be used, possessed, or distributed on or away from campus.
10. Consideration for others and standards of good taste are important to Taylor; therefore, all activities should be limited by this principle.

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11. Members of the community are subject to the demands of academic integrity, such as honesty and giving credit to sources.
12. Compliance with day-to-day policies and procedures of the community is expected from members. These routine items are listed in the Student Life Handbook, the university catalog, and the Taylor University Faculty and Administrative Staff Handbook.

### Conclusion

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The intent of this covenant is to identify expectations that assist Taylor University in functioning as a Christian community and in achieving its goals as an institution of higher learning. The covenant addresses relationships and behavior; these emphases are parallel and vital to the quality of our experience together. The behavioral portion of the covenant includes standards that are specific to the university. These standards are important to our community and must be consistently maintained to assure a proper climate for learning. Nevertheless, these standards must be kept in perspective with the biblical responsibilities for relationships and behavior.

The book of Colossians provides an appropriate summary of the goals for our community: *Therefore, as God's chosen people, holy and dearly loved, clothe yourselves with compassion, kindness, humility, gentleness and patience. Bear with each other and forgive whatever grievances you may have against one another. And over all these virtues put on love, which binds them all together in perfect unity. Let the peace of Christ rule in your hearts, since as members of one body you were called to peace...Let the word of Christ dwell in you richly as you teach and admonish one another...And whatever you do, whether in word or deed, do it all in the name of the Lord Jesus, giving thanks to God...(Colossians 3:12-17 NIV).*

All students (single and married) are responsible for implementing the relational and behavioral expectations listed above when the university is in session (beginning of first semester through the end of second semester and/or summer sessions), when they are part of a university program, and/or when they are living in university-approved housing.

Because the policies of the university are not intended to infringe upon the government of the home, students who are in the presence of their parents/guardians are assumed to be part of the family unit and under the direction of their parents/guardians. Students who commute from the home of their parents/guardians are expected to abide by these policies except when university regulations conflict with the governance of the home.

Employees of the university are responsible to abide by the Life Together Covenant.

### Multicultural Philosophy Statement

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We believe in equality of all people as imbedded in biblical teachings and as an integral part of Christian commitment. We acknowledge that this is affirmed in the Constitution of the United States of America. We believe in an environment in which people can live and work cooperatively, valuing the multiple cultures from



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which they have come without violating institutional values. We believe in multicultural education as an interdisciplinary effort to prepare graduates who understand, appreciate, and work effectively with those who are different from themselves. We believe in global interdependence, implying the need to graduate individuals capable of functioning as global citizens.

### **Sanctity of Life Statement**

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Scripture affirms the sacredness of human life, which is created in the image of God. Genesis 1:27 NIV states: *So God created man in His own image, in the image of God He created him; male and female He created them.* Therefore, human life must be respected and protected from its inception to its completion.

### **Accreditation and Memberships**

In its academic programs at Fort Wayne and Upland, Taylor University is accredited by The Higher Learning Commission and a member of the North Central Association, the Council on Social Work Education, and the National Council for Accreditation of Teacher Education and the Indiana Professional Standards Board. The music program at Upland is also accredited by the National Association of Schools of Music. Taylor University is also a candidate for accreditation by the Association of Collegiate Business Schools and Programs. All accreditation documents are maintained in the Office of Administration and Planning.

Memberships include the American Assembly of Collegiate Schools of Business, American Association of Colleges for Teacher Education, American Association of Higher Education, American Association of University Women, American Council on Education, Associated Colleges of Indiana, Association of American Colleges and Universities, Association of Governing Boards of Universities and Colleges, Christian Center for Urban Studies, Christian College Consortium, Cincinnati Council on World Affairs, Council for Christian Colleges and Universities, College Board, Council of Independent Colleges, Evangelical Council for Financial Accountability, Higher Education Commission of Christian Holiness Association, Independent Colleges and Universities of Indiana, Indiana Conference on Higher Education, Indiana Consortium for International Programs, NAFA: Association of International Educators, National Association of Student Financial Aid, National Association of College and University Business Officers, and National Association of Independent Colleges and Universities.

### **Christian College Consortium**

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To provide a variety of professional and academic experiences for faculty and students, Taylor maintains membership in the Christian College Consortium that unites thirteen Christian liberal arts colleges with programs similar to those of Taylor. Included in the consortium are Asbury College, Bethel College, George Fox University, Gordon College, Greenville College, Houghton College, Malone College, Messiah College, Seattle Pacific University, Trinity International University, Westmont College, and Wheaton College.

## **OUR HERITAGE, MISSION, AND LIFE TOGETHER**

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Of special interest to Taylor students are the opportunities for semester visiting-student options on the other campuses and cooperative off-campus/international programs.

### **Council for Christian Colleges and Universities**

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Taylor University is one of over 100 colleges and universities who comprise the Council for Christian Colleges and Universities, a Washington, D.C.-based organization founded in 1976. The CCCU's primary focus is to help its member institutions pursue excellence through the effective integration of biblical faith, scholarship, and service. The council sponsors semester programs for qualified upperclassmen from its member schools. These offerings include the American Studies Program in Washington, D.C.; the China Studies Program; the Contemporary Music Center in Martha's Vineyard, Massachusetts; the Latin American Studies Program based in San Jose, Costa Rica; the Los Angeles Film Studies Center; the Middle East Studies Program in Cairo, Egypt; the Honours Programme – CMRS, Oxford; the Russian Studies Program in Moscow, St. Petersburg, and Nizhni Novgorod; and the Summer Institute of Journalism in Washington, D.C.

### Home

Taylor is nestled in the rural gentleness of Upland, Indiana, population 3,200 (1990). President emeritus Jay Kesler once quipped that Taylor is 100 miles away from the nearest sin. Taylor's quiet location adds to its charm, yet Upland's central location, just four miles from Interstate 69 between Indiana's two largest cities (Indianapolis and Fort Wayne), gives students quick access to the cultural diversity of larger communities.

Taylor's borders are as wholesome as the setting itself, including residential areas, the Upland Health and Diagnostic Center, the Avis Corporation, and many natural settings such as the eight-acre Taylor Lake, the Avis-Taylor Prairie Restoration Project, and the beautifully preserved Arboretum.

The campus is spacious and scenic with many points of interest. Near its heart rests the Zondervan Library, housing the Engstrom Galleria, a bright and open walk-through frequently used for receptions and to display traveling works of art, and the university archives. The archives is home to much of Taylor's history as well as the Edwin W. Brown Collection that features the life and works of C.S. Lewis, George MacDonald, Dorothy L. Sayers, Charles Williams, and Owen Barfield.

Immediately upon leaving the north entrance of the library, the base of the Rice Bell Tower is visible.

A brief stroll north from the bell tower will reveal the Samuel Morris statues. These statues were designed by Ken Ryden and erected in October 1995. They symbolize the process of enlightenment Morris experienced as he journeyed from being a tribal prince, to a slave, to a student in America with a burden to share the message of God's grace. Through Ryden's work, Samuel Morris continues to inspire the Taylor community.

The statues adjoin one of the campus's most recent additions, the Modelle Metcalf Visual Arts Center and the Rupp Communication Arts Center. This facility houses the 320-seat Mitchell Theatre. Taylor's theatrical history includes classics as well as original productions written by Taylor alumni and students.

On the east side of campus, perched atop the Nussbaum Science Center, is the observatory. The observatory features two new reflecting telescopes a ten-inch Celestron and an eight-inch Meade. Both have motor mounts for all-night star tracking.

On the southwest corner of campus, students seeking solitude may wish to visit the prayer deck. Secluded among the greenery of Taylor Lake and over-looking the water, the prayer deck is a popular spot for meditation and Bible study. The prayer chapel, presented by the graduates of 1950 and class sponsor Milo A. Rediger, is located on the northeast side of campus in Sickler Hall and offers a spiritual respite.

## CAMPUS FACILITIES

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Students taking a slight detour from campus will earn a very sweet reward - Ivanhoe's, the home of 100 different shakes and sundaes. This hometown eatery has been an Upland attraction since 1965.

In addition to these landmarks, the Taylor community provides a variety of living arrangements, a newly remodeled dining hall, and easily accessible academic buildings. The following facilities are part of the Taylor campus.

### Facilities

The **Atterbury Building** has served multiple purposes throughout its history. It is named for Camp Atterbury where it was originally located before it found a permanent home on the campus of Taylor University. At the present time it houses the offices of the social work and sociology departments as well as technical services, which support high tech on campus.

The **Ayres Alumni Memorial Building** is a 19,000-square-foot facility housing the art department. It was named for Burt W. Ayres who served Taylor as professor and administrator for nearly 50 years.

**Bergwall Hall** was named for Evan Bergwall, Sr., president of Taylor University from 1951-59. It was first occupied the fall semester of 1989. Housing 181 students, women on the third and fourth floors, men on the first and second floors, this residence hall functions as a conference center during summer months. Each floor has a lounge and study facilities, and each room has a private bath.

The campus **Bookstore** is located in the student union. It is owned and operated by Taylor University and provides textbooks and other classroom needs. Many other items are available such as clothing, greeting cards, and gifts. The bookstore is also the drop-off and pick-up point for film developing and dry-cleaning services.

The **Boyd Building and Grounds Complex**, built in 1995, is the center of operations for general and vehicle maintenance, housekeeping, building and grounds, and recycling services.

**Campus Safety**, built in 1989, serves as the center for emergency communication and campus safety, campus vehicle registration, and the campus motor pool program.

**English Hall**, a women's residence hall housing 232 residents, was opened in 1975 and named for Mary Tower English, wife of one of Taylor's most distinguished graduates. English Hall provides private living room areas for eight women each. This residence is located on the south side of the campus near several other residences and the Haakonsen Health Center.

**Ferdinand Freimuth Administration Building**, a 14,000-square-foot structure, was first remodeled during 1972. The Offices of Academic Affairs and University Advancement are located on the second floor. Financial Aid, the Registrar's Office,



Business Office, and University Relations are on the first floor. The initial remodeling of this building was made possible by a gift from Ferdinand Freimuth, a Fort Wayne philanthropist.

**Gerig Hall**, constructed in 1971, is a four-story residence hall for 96 students. This structure, consisting of living-study suites, provides the intimacy of apartment-style accommodations with the dynamics of interacting with a larger group of students. The first floor has lounge and office areas. Women are housed on the second and third floors and men on the fourth floor. Gerig Hall is named for Lester Gerig, a long-time trustee and Taylor University benefactor.

**Grace Olson Hall**, the university's largest residence hall, houses 297 women. Constructed in 1966, the hall is named for Grace D. Olson, distinguished history professor at Taylor.

The **Guest House** is located behind the Freimuth Administration Building and provides affordable, temporary, on-campus housing for Taylor University guests. It contains three suites, two of which sleep four and one that sleeps two.

**Haakonsen Health Center** is a 4,000-square-foot facility located on the south side of the campus. This facility was completed in the summer of 1975 and contains seven beds to accommodate overnight admissions, examining rooms, and a doctor's office. The center was named for Lily Haakonsen, beloved Taylor nurse.

**Helena Memorial Hall**, built in 1911, is a 10,000-square-foot structure that serves as the university welcome center. The building was remodeled in 1987 and houses the Admissions Office, Office of the President, and Office of the Vice President for Administration and Planning. Formerly a music building, then an art and theatre building, this structure was named for Mrs. Helena Gehman, an early benefactress of the university.

**Hodson Dining Commons** is a facility that was built in 1972 and expanded in 2000. It is located on the southwest corner of the campus overlooking Taylor Lake. Named for Arthur and Mary Hodson, Upland philanthropists, this facility serves as the main dining hall for students. With the addition of the Nelle Alspaugh Hodson Banquet Room, the Isely, Heritage, and Braden rooms provide space for special and private group dining.

**Modelle Metcalf Visual Arts Center** opened in February 2003. The 38,000 square foot center provides specialized art studio and classroom space, state-of-the-art computer graphic arts lab and audio-visual classrooms, and a secure gallery adjacent to the Mitchell Theatre. The Tyndale Galleria provides space for students to display creative work. This new building features dedicated spaces specifically designed and outfitted for instruction in painting, sculpture, ceramics, printmaking, metals, photography, drawing, and graphics. In addition, an outdoor sculpture garden is planned to enhance the campus on the north side of the building. Along with the Zondervan Library, the entire fine arts complex occupies the center of the Upland



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campus, signifying Taylor University's commitment to the fine arts as a central component of a Christian liberal arts college.

**Morris Hall** is the newest residence hall on the Upland campus. It opened in 1998 and accommodates 280 men. This residence hall was designed and built to service the needs of students with such amenities as air conditioning, laundry facilities, study lounges, social lounges, bicycle storage, and an area for off-season storage. The building is named for Samuel Morris, a former student from Africa whose life story is told in the film "Angel in Ebony."

**Nussbaum Science Center** is named for Dr. Elmer N. Nussbaum, professor of physics at Taylor for 31 years. The science building has been recently updated with new heating, ventilation, air conditioning, lighting, telecommunications, and ceiling system. This 45,000-square-foot structure houses biology, chemistry, computer science, math, and physics classrooms; laboratories; the observatory; faculty lounges; and the computer information services for the university.

The campus **Post Office** is located in the building directly behind the Freimuth Administration Building. The postal service is for the convenience of the university and not part of the U.S. postal operation.

Adjoining the post office is the **University Press**, which serves the university's off-set printing, desktop publishing, xerographic, and binding needs. Both publishing and outsourcing of specialized projects are provided.

The **President's Home**, the spacious two-story brick residence of the Taylor University president, graces a rustic wooded area on the northwest corner of the campus.

**Randall Environmental Studies Center** is a state-of-the-art teaching and research facility located at the west edge of campus on the grounds of the university arboretum. It was constructed in 1992 and named for Dr. Walter Randall, a Taylor trustee and former medical professor. The 20,000-square-foot structure serves the needs of the department of environmental science with specialized laboratories equipped for biotic analysis, satellite image retrieval, computer mapping, soil analysis, and plant systematics. A trail system, natural history museum, and greenhouse facilities are also a part of this center. The nearby Avis-Taylor Prairie Restoration Project provides additional teaching and research opportunities.

**Reade Memorial Liberal Arts Center**, named for Thaddeus C. Reade, president of Taylor University 1891-1902, is a 35,000-square-foot facility containing classrooms, a computer lab, faculty offices, and the Educational Technology Center.

**Rediger Chapel/Auditorium**, named in honor of Dr. Milo A. Rediger, former professor, dean, and president of Taylor University, was completed in 1976. This 1500-seat facility, formerly Maytag Gymnasium, was remodeled through the generosity of many alumni and friends of the university. In addition to its spacious and beautiful auditorium, this building houses the Center for Student Development,

which includes Campus Ministries, the Counseling Center, and the Career Development Office.

**Rupp Communication Arts Center** was completed in 1994 and named for Taylor benefactors Ora and Herma Rupp of Archbold, Ohio. This 45,000-square-foot facility houses the communication arts department offices and classrooms, the 320-seat Mitchell Theatre, television and radio studios, a journalism lab, and offices for the campus newspaper and yearbook.

**Sickler Hall**, the oldest of three remaining original buildings on the Taylor University campus, was built in 1902 with a gift from the estate of Christopher Sickler, an early Taylor trustee. It was remodeled in 1995. Originally, the building was a residence hall that provided free housing for the children of ministers and missionaries. Subsequently, it served as a science hall and education department center. More recently, it was the location of the communication arts department. Sickler Hall currently houses The William Taylor Foundation and alumni relations and includes conference room facilities. The campus prayer chapel is located on the main floor and is open 24 hours a day for meditation and prayer.

**Smith-Hermanson Music Center**, a 23,000-square-foot structure, is a sound-proof facility. Named for Nellie Scudder Smith, a friend of Taylor University, and for former professor of music, Edward Hermanson and his wife, Dr. Louella Hermanson (also a musician), the building houses teaching studios, classrooms, rehearsal rooms, practice rooms, faculty offices, conference rooms, and faculty and student lounges. The 250-seat Butz-Carruth Recital Hall boasts a Boesendorfer grand and Steinway pianos and is designed to provide the best possible acoustical qualities.

The **Student Union**, a dome-shaped facility, provides space for student activities, the snack bar, and the campus store. The student activities portion, a 100-foot diameter circular area, provides lounge, reading, listening, and recreational space and accommodates the Offices of Leadership Development and Student Programs, Taylor student organization, student activities council, multicultural student organization, student services council, and Taylor World Outreach.

**Swallow Robin Hall** is a residence hall that accommodates 72 students. This historic building, first occupied in 1917, was remodeled and restored for occupancy in the fall of 1990. Silas C. Swallow and his wife, whose maiden name was Robin, financed a major portion of the original construction cost for the building and asked that it be named in honor of their mothers.

**Taylor Lake**, a picturesque eight-acre lake on the Taylor campus, provides swimming opportunities in summer and ice-skating facilities in winter. Part of the lake is used for studies in ecology, and nearby is a wooded picnic area and a prayer deck.

## CAMPUS FACILITIES

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**Wengatz Hall**, named in honor of Dr. John Wengatz, outstanding Taylor University graduate and pioneer missionary to Africa, is a residence for 285 men. It was constructed in 1965 and includes several lounges and a recreation room.

**Zondervan Library** was completed and occupied in 1986. The library building was named for Peter J. "Pat" Zondervan and his wife, Mary. Pat Zondervan was co-founder of The Zondervan Corporation, a Christian publishing company.

This 61,000-square-foot building houses more than 184,000 items with room for many more. It also contains seating for more than one-fourth of the student population. An after-hours study room is available off the beautiful walk-through Engstrom Galleria.

Library services are available 85 hours per week. Five librarians provide reference services including basic library instruction, online retrieval assistance, and research consultation.

An automated circulation system and online public catalog provide bibliographic access to the holdings of Zondervan Library. The library is a founding member of PALNI (Private Academic Library Network of Indiana), a cooperative library system allowing the patron to search the catalogs of 25 other private college and seminary libraries within Indiana. Interlibrary loan provides a service whereby materials not owned by Taylor University may be borrowed from other libraries.

The Zondervan Library is a member of regional and statewide cooperative library networks and OCLC, a worldwide network that links Taylor University with more than 25,000 other libraries.

One of the special collections in the library is the Edwin W. Brown Collection, which consists of first editions, manuscripts, photographs, and other materials relating to the life and works of C. S. Lewis, George MacDonald, Dorothy L. Sayers, Charles Williams, and Owen Barfield.

The library has an excellent reference collection and over 750 current periodicals and 16 daily newspaper subscriptions. Several periodicals and two major newspapers are also available on microfilm. Public online information retrieval services provide bibliographic and full-text access to an ever-widening variety of additional resources.

The **Archives** collect university records that document the heritage of Taylor University since its inception as Fort Wayne Female College in 1846. University records include yearbooks, campus newspapers, committee minutes, faculty papers, and photographs. The archives promote the research of Taylor's history by students, faculty, alumni, and other interested persons. Furthermore, the archives encourage an awareness of Taylor's history through exhibits and publications.

The **Academic Enrichment Center**, located in the southwest wing of the library, has personnel and technology to provide individual instruction for improving



reading comprehension, writing, and math computation skills. An open computer lab is available to support a variety of academic needs. Individual music listening stations are also provided in the Academic Enrichment Center.

The **Ruth Flood Room** is equipped to provide high-technology audiovisual presentations.

Services for students with disabilities are provided by **Academic Support Services**, located within the Academic Enrichment Center. Services may include assistance with note taking, alternative testing, books on tape, or other accommodations deemed reasonable and necessary by qualified professionals. To receive these services, a student must provide documentation of his/her disability. Academic Enrichment personnel also coordinate the peer-tutoring program available to the general student body.

### **Athletic, Physical Education, and Recreation Facilities**

**Odle Gymnasium** was completed in 1975. This 45,000-square-foot facility contains two handball courts, an all purpose room, classrooms, faculty offices, a varsity basketball and volleyball court with three cross courts, and "The Well" fitness center. This building was named for the late Don J. Odle, coach and professor of physical education.

The **Field House** is a steel-paneled building that provides additional opportunities for physical education and athletics. The football locker room, newly renovated Pete Carlson Intercollegiate Athletic weight room, and indoor practice area, a classroom, and the offices for the football staff are contained in this facility.

The **George Glass Track and Field Complex**, dedicated in 1998 to George Glass, Taylor's athletic director and coach of cross country and track for 26 years, has a 400-yard, rubberized, all-weather surface and facilities for field events.

The **cross country course** is a 5.2-mile route that covers the entire campus. The course begins at the Rice Bell Tower in the center of campus and takes runners up and over hills, down paved roads, and through scenic wooded areas.

The main **soccer field** includes dugouts, a regulation field, bleachers, and restroom facilities. A second field is also available for either practice or athletic competition.

The **tennis complex** features nine lighted, hard-surface courts.

The **Jim Wheeler Memorial Stadium**, which has a seating capacity of 4,000 and a natural grass playing surface, has been the home of the Trojans for the past 20 seasons. It was built in 1980 with funds donated by John Wheeler (Taylor '54) in memory of his son, Jim Wheeler, a Taylor student who died of cancer shortly after his graduation in 1979.

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**Baseball and softball fields**, with turf and brickdust infields respectively, are centrally located on campus and well maintained for intercollegiate competition.

The **Escape to Reality Challenge Course/Ropes Course**, nestled in a beautifully wooded portion of campus adjacent to Taylor Lake, offers ground, low, and high initiatives that provide the opportunity for learning through self-discovery, physical challenges, and group dynamics in a safe and supportive environment. All elements are constructed of treated wood, cable, and ropes. Students have the opportunity to train to be facilitators of the course. The course is open to all Taylor groups as well as others.

### Proposed Facilities

Plans have been made to start construction on Phase I of the **Kesler Student Activities Center** in the summer of 2003. Named in honor of Dr. Jay Kesler, president emeritus of Taylor University, and his wife, Janie, this facility will have four college size basketball courts, one with a wood floor and three with multipurpose playing surfaces that can be used for volleyball, basketball, tennis, or badminton, a fitness center, locker rooms, and 200 meter indoor competition-level track. The Activities Center will increase the on-campus recreational options for students. This new facility will also add to Taylor's strong foundation in the department of physical education and human performance by expanding needed space for physical activity classes.

### Technological Resources

The **Educational Technology Center (E.T.C.)**, located in the west end of the Reade Center, makes available the latest in digital and analog technology services to students and faculty. Campus-wide access to the Internet and World Wide Web in the classroom is facilitated through the use of the unique Technology Enhanced Presentation System (T.E.P.S.). The T.E.P.S. units, designed and fabricated in the E.T.C., combine traditional video and contemporary computer-generated images with data projectors and mobility for use anywhere classes are held. The E.T.C. also offers such capabilities as video and audio editing, computer-based multimedia production, digital still photography, web site development, matting, laminating, and photocopying.

A student-accessible computer network, featuring scanning and color printing, assists in the production of full-blown multimedia presentations or more basic presentations created with software such as PowerPoint or Freelance. A vast library of digital graphic and photographic images enhance the final product. For instructional technology production and presentation requirements, the E.T.C. will meet your specific needs. This well-equipped facility has provided the Taylor family with appropriate instructional learning and teaching technologies for more than thirty years.

The Reade Center and Zondervan Library **computer labs**, housing 75 computers, give students easy access to the Microsoft Office Suite, personal e-mail, the World

Wide Web, library resources, campus intranet information, and high-quality scanning and printing. Departments such as art, computing and system sciences, chemistry, communication arts, modern languages, music, earth and environmental sciences, and physics also have their own discipline-specific computer labs for special application.



Academic policies and regulations are developed and approved by the faculty of the university and are administered by the Academic Affairs and Registrar's Offices. Intended to be rigorous and challenging, these policies and regulations are administered with individualized attention and concern for the educational advantage and well-being of each student.

### **Academic Calendar**

Taylor University's academic year consists of fall and spring semesters, a January interterm, and summer sessions. Under this schedule, the fall semester activities, including examinations, are concluded prior to the Christmas recess. Classes are conducted in each semester for a period of fifteen weeks, including a four-day examination period. The typical class period for one semester hour is fifty minutes. The January interterm provides students an intensive period of study in a single course or opportunities to study in off-campus centers in the United States and international locations. In addition, three summer sessions are available to enhance and supplement the students' educational programs and meet special program requirements. (For actual calendar dates, see the College Calendar section.)

### **University Communication Policy**

The University uses the @tayloru.edu student e-mail addresses to communicate with students. Students are responsible to check their Taylor e-mail account regularly to receive notification and information from advisors, professors, and university administrators.

### **Advisement and Registration**

#### **Faculty Advisors**

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The Registrar's Office assigns academic advisors to all students in their area of academic interest. Advisors are provided to assist students in planning their academic programs. Advisors are authorized to communicate the established policy of the university. Students are expected to assume responsibility for obtaining academic advising after enrolling at Taylor, to keep informed about general education and major requirements by consulting the catalog and program curriculum guides, to initiate and be prepared for conferences with assigned advisors, and to be aware of published academic deadlines and regulations as stated in the schedule of classes, the published calendar, and the catalog. While Taylor University publishes program information and materials and assigns advisors, the student is solely responsible for assuring that his or her academic program complies with the policies of the university. Any advice that is at variance with established policy must be confirmed by the Registrar's Office.

#### **Academic Load**

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Registration for 12 or more hours during fall or spring semester constitutes full-time standing. A normal academic load is 14 to 16 hours per term. Students with at least a 2.00 grade point average (GPA) may take 17 hours. A 3.00 GPA is necessary to



# ACADEMIC REGULATIONS

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carry 18 hours, 3.30 for 19 hours, and 3.60 for 20 hours. An additional charge exists for each semester hour over 17.

Registration for three to four hours is considered a normal load for January interterm. Five hours is the maximum load for this 17-day term and requires a 3.00 GPA. An additional charge exists for the fifth hour.

The first summer session is a full term lasting the entire summer (approximately 12 weeks) in which all practicums, independent studies, and directed research studies are offered. A normal academic load for the second summer session (18 days) is three to four hours; a 3.00 GPA is necessary to carry five hours. A normal academic load for the third summer session (24 days) is three to six hours; a 3.00 GPA is necessary to carry seven hours, a 3.60 GPA is necessary for eight hours. Registration for 12 hours over all three summer terms constitutes full-time standing.

## Classification of Students

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Matriculated students are those students who have fully met all requirements for admission and have enrolled in courses to meet undergraduate degree requirements. Matriculated students are classified as follows:

Class	Total Cumulative Credits
Freshmen	0.00-30.99 credits
Sophomores	31.00-60.99 credits
Juniors	61.00-94.99 credits
Seniors	95+ credits

## Advance Registration

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Advance registration provides an opportunity for both new and continuing degree-seeking students to register in advance for courses for the upcoming semester(s). Registration priority for classes is determined by cumulative earned hours with priority given to students with the most hours. Students who do not register in advance will lose their priority position during the advance registration process. Students who have not registered by the end of the advance registration period must be reinstated through the Registrar's Office and pay a reinstatement fee. It is the responsibility of each student to follow directives relating to student housing, billing, payment of bills, registration, and financial aid that are published annually and sent to all students by the President's Office.

## Change of Registration

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The student is held responsible for each course in which he or she officially registers. Changes of registration require the approval of the advisor. Courses may be added during the first week of classes; however, each missed class that week counts as an unexcused absence. Courses dropped during the second and third weeks of the term appear on the student's transcript with a grade of withdrawn (W). Students dropping a course after this period and up to one week after midterm

receive either a grade of withdrawn/passing (WP) or withdrawn/failing (WF). When a course is dropped later than one week beyond midterm, the grade automatically is WF. The effect of WF on the GPA is the same as that of a full-term failing grade. It is the student's responsibility to formally withdraw from courses. Discontinuance of attendance does not automatically constitute a withdrawal from a course. Students failing to file a proper drop/add form by the appropriate deadline must complete classes for which they are registered or receive a grade of F.

### **University Withdrawal**

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A student who finds it necessary to withdraw from all credit classes after a term begins must apply for formal withdrawal through the Office of Student Development. If a student withdraws from the university he/she will receive a withdrawal grade (W, WP, WF) for the appropriate deadline. If this procedure is not followed, failing grades may be assigned. Failure to complete the term does not cancel the student's obligation to pay tuition and other charges. For specific details on refunds and adjustments, refer to the Finance section in this catalog.

A student who does not register during advance registration and does not plan to return to the university for the next term must apply for formal withdrawal through the Office of Student Development before leaving campus.

### **Audit Registration**

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Audit registration occurs only through the first week of classes. Courses taken for audit receive no credit or grade. Students must attend at least half of the class meetings as verified by the professor in order for the courses to appear on the transcript with a grade of AUD. Students requesting a course for credit (grade or pass/fail) are given priority in registering for a course. Some courses are not available for audit credit such as private lessons, music ensembles, studio art courses, physical education skills courses, laboratory courses, practicums, and internships. Audit registration requires permission of the instructor and the Registrar's Office.

### **Pass-Fail Registration**

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Pass-fail registration requires the approval of the advisor and the Registrar's Office. The pass-fail option occurs only through the first week of classes and is subject to the following guidelines:

- A pass grade represents work completed at C- or above.
- This option is open only to second-term sophomores or above with at least a 2.30 GPA; the exception is the practicum, which is open to all qualified students.
- No course in the major or minor field (except the practicum) and no general education course may be taken pass-fail until all requirements in those areas are met.
- No course needed for teacher certification may be taken pass-fail.
- Pass-fail courses do not affect the GPA if passed, but they do affect the GPA if failed.

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- Pass-fail courses are limited to one course per term and a total of 13 credit hours. Courses available only on a pass-fail basis are not included in this total.

## Repeat Registration

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A student may repeat any course at Taylor University. All attempts in a course are reflected on the student's transcript, and the cumulative GPA will reflect the most recent grade in the repeated course. Duplicate credit hours are not awarded when repeating a course.

## Independent Study Policy

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Independent studies are individualized, directed studies taken without classroom instruction or regular interaction with a faculty member. The student is required to plan with the professor an individualized schedule of reading, research and study. Assignments, papers, tests, and other means of assessment may be completed by appointment, mail, email, remote proctors, internet, etc.

Students and faculty alike are encouraged to schedule independent studies during the summer session when the calendar and personal schedules of students and faculty are more flexible. The shortened academic calendar makes independent studies impractical for the January interterm. During the fall and spring semesters, independent studies are considered exceptions due to faculty workload limitations, but may be approved under certain circumstances, such as:

1. To complete a graduation requirement without which the student's graduation would be unreasonably delayed. (A desire by the student to graduate in less than four years, to double-major, add a minor, etc., does not meet this requirement.)
2. To resolve scheduling conflicts beyond the student's control involving required courses which cannot be taken in a later semester or summer term without negative impacts on the student's program of study.
3. To provide a scheduling efficiency or convenience to the university, such as offering the independent study as an alternative to a low-enrollment class section, deviating from regular course offering schedules, etc.
4. To offer both the student and supervising faculty member the opportunity to expand their Taylor experiences with special/advanced topic courses that may serve special needs such as specific career goals, graduate school prerequisites, etc.

No student who is on academic probation may register for an independent study unless it is to repeat a course. No student may complete more than 12 hours of independent study. The total maximum of independent study and distance learning is 16 hours.

All other academic policies in this catalog apply to independent studies, e.g., criteria for requesting incomplete grades, deadlines for registration.

An additional independent study fee may be assessed by the associate vice president for academic affairs for requests not described in paragraphs 1-3 in the above



policy. Registration forms are available in the Registrar's Office or at <http://online.tayloru.edu/admin/registrar/forms.asp>

### **Tutorials**

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A tutorial course is classroom-based, individualized instruction scheduled to meet on campus at a time that is mutually convenient for the student and the professor. The contact hours for this course must meet the standard set by the Office of Academic Affairs. Any course listed in the catalog may be taught as a tutorial course with the consent of the instructor and approval of the advisor, course department chair, and Office of Academic Affairs. Registration forms are available in the Registrar's Office or at <http://online.tayloru.edu/admin/registrar/forms.asp>

### **Experiential Education**

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Experiential education includes internships, practicums, and field experiences that provide students with the opportunity to integrate theoretical learning in a major field of study with actual work experience in a variety of nonclassroom settings. Students should consult with departments and supervising faculty for guidelines and responsibilities.

An internship is an advanced-level, discipline-related, culminating field experience directed towards preparing students for professional licensure or entry-level positions. Internship placements should be substantive, new, and educationally rewarding, rather than a continuation of a prior work experience. Completed under the direction of a faculty advisor and an employer supervisor, students are required to complete a minimum of 40 clock hours of work experience for each academic credit earned. Students may earn a maximum of 16 hours of credit, subject to departmental requirements, toward graduation requirements through the internship experience. Internships are usually completed during a regular semester. Usually, internships require students to devote their full time, effort, and attention to completing internship requirements. Therefore, it is recommended that students not enroll in additional courses during the term when internships are being completed.

A practicum course is a significant applied-learning experience with a meaningful, supporting component that enables students to observe, apply, and better understand previously studied theory. Individual practicums can be done for one to four hours of credit. Students can earn a maximum of eight hours of credit towards graduation requirements through practicum experiences, subject to departmental requirements. Completed under the direction of a faculty advisor and an employer supervisor, students are required to complete a minimum of 40 clock hours of work experience for each academic credit earned. Students usually complete practicum experiences during the summer session. Registration forms are available in the Registrar's Office or at <http://online.tayloru.edu/admin/registrar/forms.asp>.

Field experiences are usually a component of a regular course and provide students opportunities to learn, observe, and assist professionals with selected tasks in an off-campus setting related to a career or program goal. Students are placed, supervised, and evaluated by the faculty responsible for the course. Assignments related to field experiences become part of the overall course evaluation.

# ACADEMIC REGULATIONS

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## Grades

### Grading System

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The following grades and quality points are assigned to undergraduate students at Taylor University in calculating the GPA:

Grade Meaning	Quality Points	Calculated in GPA
A Superior	4.00	Yes
A-	3.67	Yes
B+	3.33	Yes
B Good	3.00	Yes
B-	2.67	Yes
C+	2.33	Yes
C Satisfactory	2.00	Yes
C-	1.67	Yes
D+	1.33	Yes
D Minimally acceptable	1.00	Yes
D-	.67	Yes
F Failing	0	Yes
P Pass (C- or above)	0	No
CR Credit	0	No
W Withdrawn	0	No
WP Withdrawn/passing	0	No
WF Withdrawn/failing	0	Yes
INC Incomplete	0	No
NR Grade not reported	0	No
NC No Credit/failing	0	Yes
AUD Audit	0	No

The unit of credit is the semester hour. Grade point average (GPA) is calculated by dividing quality points by GPA hours. Grade point hours include only Taylor University courses taken for a grade.

### Incomplete and Not Reported Grades

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All work for credit is expected to be completed within the term it is attempted; including independent studies, tutorials, and experiential education. An incomplete grade (INC) may be given when an emergency prevents a student who has been passing the course from completing some crucial portion of the required work, but not to complete extra work to raise a grade. Incompletes must be authorized by the Office of Academic Affairs before they are submitted to the Registrar's Office. Incompletes should be translated to grades and reported to the Registrar's Office by

## ACADEMIC REGULATIONS

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the date approved by the Office of Academic Affairs. The last possible date for approval is the week before final examinations of the following full term.

The Registrar's Office will record an NR (not reported) when grades are unavailable, such as receipt of transcripts for off-campus study programs or faculty emergencies.

If no change has been made by the instructor by the approved due date, the registrar is authorized to change the INC or NR to an F.

### **Grade Reports**

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Students may view midterm and final grades through TOWER (Taylor Online Web Enabled Records). Mid-term grades are only entered if they are below C-. Mid-term grades are not recorded on the student's permanent record in any way. Allow approximately one week after the last final exam for calculating and posting of final grades. Grades will not be mailed. For information on accessing TOWER, go to [http://online.tayloru.edu/admin/tower/tower\\_for\\_students.htm](http://online.tayloru.edu/admin/tower/tower_for_students.htm).

### **Grade Changes**

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All requests for change of grade (except from an INC or NR) are initiated by the student with the professor of record and then must be approved by the Office of Academic Affairs. Questions regarding the grade should be directed to the professor within two weeks after being posted on TOWER. Such a change is permitted only before the end of the next term after the original grade was awarded.

### **Dean's List**

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Full-time students are named to the Dean's List when they have earned a 3.60 or better GPA for the term and when at least 12 hours carry quality point values.

### **Eligibility for Intercollegiate Athletics**

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For participation in intercollegiate athletics, students must be enrolled full time, carrying at least 12 credit hours. In addition, they must be students in good standing, not on probation, and meet the requirements of the National Association of Intercollegiate Athletics (NAIA) and the National Christian College Athletic Association (NCCAA).

### **Academic Progress**

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A student who meets the minimal GPA requirements as indicated below is considered to be a student in good academic standing. A student who falls below the minimum required GPA is placed on academic probation and enters a special advisement program under the direction of the Academic Enrichment Center and the academic advisor.



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Cumulative Earned Hours	Minimum Required GPA
00.00-12.99	1.60
13.00-30.99	1.70
31.00-44.99	1.80
45.00-60.99	1.90
61.00 +	2.00

The GPA of each student is reviewed twice annually to determine whether action needs to be taken with respect to probationary status. The first such review takes place after fall semester for all students except first-time freshmen who are reviewed after January interterm. Athletes in play across three terms are also reviewed after January interterm. At the end of the spring semester, GPAs for all students are reviewed for the same purpose.

For students placed on probation, failure to reach the minimum requirements within one semester results in suspension from the university, unless during that semester at least a 2.30 term GPA is earned. Students who earn a 2.30 term GPA may be placed on "extended probation" and are not eligible to receive financial aid. First-time suspension is for one semester; a second-time suspension is for one year. A student may apply for readmission after the suspension period. Readmission is not automatic and requires the approval of several offices on campus.

Placement on academic probation carries related consequences. Eligibility for financial aid continues for one semester only. No student on academic probation is allowed to hold a university student leadership position until such time as he/she qualifies for acceptable academic standing. Similarly, university policy does not permit athletic participation by students who are on academic probation. No student on academic probation may register for distance learning courses or independent study courses unless repeating a course. No academically suspended student may be enrolled in any Taylor courses including those offered by Taylor University's Center for Lifelong Learning (CLL). In some cases, it may be advisable for a suspended student to enroll in courses at another institution in order to make a better case for readmission to Taylor. Such students should consult with the Registrar's Office in advance of such enrollment.

Additional information concerning academic probation and suspension is available from the Registrar's Office.

## General Academic Policies

### Graduation

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A student may complete graduation requirements at the end of any of the university's instructional terms that conclude in December, January, May, or August. However, commencement ceremonies are held only in May at the end of the spring term. Diplomas for December, January, and May graduates are awarded

at commencement. Participation in commencement is open to those students who have completed all degree requirements by May or have an approved plan whereby all requirements will be met by the end of the summer session following commencement.

Candidates for graduation must complete an application for graduation. This form is available when registering for the fall semester one year prior to participating in commencement. The application begins the degree audit process. Prior to their senior year, students should check the schedule of classes and registration procedures to determine the deadlines for submitting the application for graduation. While the registrar will conduct degree audits on behalf of the university, students are responsible to ensure that all graduation requirements are met.

Attendance at commencement is required unless a written request to be absent is filed with and approved by the Registrar's Office.

A candidate for graduation must fulfill all financial obligations to the university before he or she receives a diploma.

### **Honors at Graduation**

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Honors are designated at commencement only for those students who have fully completed all course work and requirements for their degrees before commencement. In recognition of superior scholarship, the university awards three levels of honors at graduation: *cum laude*, *magna cum laude*, and *summa cum laude*. *Cum laude* is awarded those students with a GPA of at least 3.50. *Magna cum laude* is awarded those students with a minimum GPA of 3.70. *Summa cum laude* is awarded those with a minimum GPA of 3.90.

Graduation honors are computed on Taylor University credit hours only; fifty percent of the minimum degree hours must be completed at Taylor University.

### **Final Examinations**

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Students must take their final examinations at the assigned hours listed in the schedule of classes that is distributed at the time of registration. Exceptions are made only because of serious illness or death of an immediate member of the family. Reasons such as plane schedules, availability of flights, and rides leaving early are not acceptable exceptions. Students scheduled to take more than two final exams on the same day may, with written permission from a faculty member, reschedule an exam(s) to maintain a minimum of no more than two exams per day. Students should contact the Registrar's Office to begin the rescheduling process.

### **Class Attendance**

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Students are expected to attend all sessions of classes for which they are registered. Any necessary deviations from this expectation must be reported by the student to the professor of the class to be missed. Excused absences (with permission to make up work) are only granted in the cases of (1) admittance to a hospital, including Taylor's Wellness and Health Services (verified by Wellness and Health Services); (2) serious emotional illness (verified by the associate vice president for student



## ACADEMIC REGULATIONS

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affairs); (3) athletic events approved by the faculty athletic committee or group absence for approved academic events (students must make prior alternate arrangements with the professors whose class(es) they will miss); (4) death or hospitalization of an immediate family member (mother, father, brother, sister, or grandparent); or (5) very unusual circumstances as evaluated by the professor.

Unexcused absences, without permission to make up work, must not exceed one per credit hour of the course. The penalty for excessive unexcused absences is communicated in each course syllabus. Unexcused absences could be used for situations such as travel difficulties, bad weather, conflicting schedules, oversleeping, minor sickness, doctor or dentist appointments, and job interviews. When courses are added after the first class meeting, each session missed is considered an unexcused absence.

### Academic Dishonesty

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Academic dishonesty constitutes a serious violation of scholarship standards at Taylor that can result in substantial penalties, including denial of credit in a course as well as dismissal from the university. Any act that involves misrepresentation regarding the student's academic work or that abridges the rights of other students to fair academic competition is forbidden. Academic dishonesty includes, but is not limited to, cheating on assignments or exams, plagiarizing (misrepresenting another's work as one's own original creation), submitting the same (or substantially the same) paper in more than one course without prior consent of all instructors concerned, depriving others of necessary academic sources, sabotaging another student's work, and using without attribution a computer concept or program. All acts of academic dishonesty are reported to the Office of Academic Affairs. (The university statement on plagiarism is available from that office.)

### Academic Grievance

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To assure an open atmosphere in academic endeavors, procedures have been established to provide fair process of any academic complaint registered by a student. A detailed description of the informal and formal academic grievance procedures is available to students upon request to the Office of Academic Affairs. The procedures are part of the university's commitment to maintaining a climate of openness and justice in all areas of academic life. The objective is to provide fair treatment of both any student who registers an academic complaint and any faculty member, or any other academic staff member, who is accused of unfairness toward a student.

The first step for students who believe unfair treatment has occurred in their academic experience is to make an appointment and meet and discuss the issue with the respective faculty member or academic staff person. Then, if necessary, the student should discuss, by appointment, the issue with the faculty member's department chair (or division associate dean if the faculty member involved is a department chair), or the supervisor of the academic staff member. If necessary, a third informal step can be taken by the student, that being a conference with the associate vice president for academic affairs. If the issue is still not resolved, a

formal grievance process can be initiated as prescribed in the policy statement available from the Office of Academic Affairs.

### **Academic Exceptions**

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Students requesting exceptions to approved academic policy must submit an academic petition, available from the Registrar's Office. The student's advisor and the registrar must review the petition before action is taken on the academic petition by the Office of Academic Affairs and/or the Curriculum Management Committee.

### **Advanced Placement and Credit by Examination**

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Students may qualify for advanced placement and college credit by satisfying the standards set by individual departments to pass the College Board Advanced Placement Examinations (AP), the College Level Examination Program (CLEP), the International Baccalaureate (IB) credit at the higher level, and Cambridge General Certificate of Education Advanced Level Examinations (GCE A-Level).

To receive six hours of credit for intermediate language, the student must take the CLEP exam at Taylor by October 15 for students entering the fall semester and March 15 for students entering the spring semester.

All students are expected to complete the expository writing requirement by the end of their first year at Taylor. If the AP or CLEP exam for expository writing is passed and approved by the Office of Academic Assessment, the fee for posting credit to the transcript must be paid prior to second semester preregistration. The student is responsible to verify that scores are received in the Office of Academic Assessment. The CLEP exam for expository writing must be taken and passed by October 15 for students entering in the fall semester and March 15 for students entering in the spring semester. Students not completing all requirements by the appropriate date must register to take ENG 110 during their second semester.

Prior to entering Taylor, students interested in AP or CLEP testing credit should contact the Office of Academic Assessment to request information regarding testing policies, fees, deadlines and limitations. A maximum of 30 hours of advanced placement and credit by examination may be applied to meet graduation requirements.

IB is a rigorous pre-university course of study that leads to examinations. For a student to obtain IB credit, the courses must be at the higher level (HL), scores must be 5 or higher, courses for the major are subject to departmental review, and transcripts must be requested from the IB office and not the high school.

GCE-A Level credit may be awarded with a grade of D or higher. Students must submit to the Registrar's Office a certified copy of the examination certificate and examination syllabus. Credit will not be awarded on the basis of a results slip. The affected departments must approve credit for exams.

# ACADEMIC REGULATIONS

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## Distance Learning Policy

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The guidelines listed below for accepting transfer credit are also used in evaluating distance learning courses taken at other accredited universities. Courses taken prior to entering Taylor University require approval by the registrar. After enrolling at Taylor, a student must complete a transfer approval form signed by the academic advisor, the department chair, and the registrar prior to taking the course(s). In some instances, the course department chair's signature may be required. Students should request that transcripts be sent directly to the registrar before the next enrollment period.

Courses taken through Taylor University's Center for Lifelong Learning (CLL) require the approvals stated above. Grades earned affect the cumulative GPA. These courses are not considered part of the academic load for enrollment verification or financial aid purposes. No student on institutional academic probation is permitted to register for courses through CLL unless repeating a course. No academically suspended student may be enrolled in any Taylor courses, including those offered by CLL. Candidates for graduation must complete all distance learning course work and exams by the date specified by the registrar, but no later than one month prior to the graduation completion date.

No more than 12 hours of distance learning may be taken to fulfill degree requirements. The total maximum of distance learning and independent study is 16 hours.

## Transfer Credit Policy

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To receive credit for course work earned at other accredited universities, new students should request that transcripts be sent directly to the Admissions Office at Taylor University. These transcripts are forwarded to the Registrar's Office for an evaluation. A copy of this evaluation is sent to the student. The registrar evaluates courses for general education and elective credit; however, it is the student's responsibility to meet with the appropriate department chair to have major or minor courses evaluated and notification sent to the registrar by the department chair. Course descriptions and syllabi may be required in order to evaluate courses.

After enrolling at Taylor, students who plan to take courses at another university during the summer or during a semester's absence and wish to transfer credits to apply toward a degree must complete a transfer approval form signed by the student's academic advisor, the department chair, and the registrar prior to taking the course(s). In some instances, the course department chair's signature may be required. Students should request that transcripts be sent directly to the registrar before the next enrollment period.

The guidelines for accepting transfer credit are as follows:

- Taylor University reserves the right to accept or reject courses for transfer credit. Remedial or vocational courses are not transferable.



## ACADEMIC REGULATIONS

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- Accepting courses for transfer and applying them toward degree requirements are separate considerations. Courses that transfer as elective credits may not be applicable to specific requirements.
- Only course work with a grade of C- or better is accepted. Courses taken for a grade mode of pass, credit, or satisfactory do not transfer unless the transcript indicates that the grade is equivalent to at least a C-. Although a minimum grade is required, grades do not transfer. The GPA is computed only on work offered by or through Taylor University.
- Degree residency requirements: (1) students must complete fifty percent of the minimum degree hours at Taylor University (i.e., 64 of the minimum 128 hours required for the baccalaureate degree; 32 of the minimum 64 hours required for the associate degree); (2) students must complete fifty percent of the major or minor hours at Taylor University; (3) at least 22 of the last 30 hours must be taken at Taylor University.
- A maximum of 64 hours of credit may be transferred from an accredited two-year college. These courses are not given upper-division credit.
- The director of teacher certification must approve courses that apply toward teacher certification.
- Credit by examination (AP, CLEP, IB) recorded for a specific course on an official transcript must meet Taylor standards in order to be accepted as transfer credit. Procedures for acceptance of credit may be obtained from the Office of Academic Assessment. Departmental challenge exams from other institutions are not transferable.
- Graduation honors are computed on Taylor University work only.

### **Transfer Policy for Non-Articulated Study Abroad Programs**

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Students wishing to receive credit from a study abroad program not offered through Taylor University are responsible for initiating the approval process, which begins with their academic advisor and department chair. Students must comply with the following guidelines:

- Taylor University will not enter into a consortium agreement, for the purposes of study abroad, with any foreign or domestic college/university or study abroad agency.
- No financial aid (federal, state, or institutional) will be awarded to students participating in non-articulated study abroad programs.
- Study abroad programs must be sponsored by other regionally accredited colleges/universities. Transfer credit will be accepted only if prior approval has been granted by the department, the director of general education, and the registrar. The sponsoring college/university grants the credit and grade for each course. Upon completion of the approved courses, an official transcript from the sponsoring college/university should be sent to the registrar.
- Be aware that course offerings and schedules are subject to change, and we cannot guarantee that course changes will be accepted without the appropriate approvals.
- Students must meet the following policies as they plan their study abroad:



## ACADEMIC REGULATIONS

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1. Twenty-two (22) of the last 30 hours must be completed at Taylor University.
  2. Fifty percent of the degree hours must be completed at Taylor University.
  3. Fifty percent of the major/minor hours must be completed at Taylor University.
- Taylor University recommends that students begin the program and course approval process one year prior to their anticipated enrollment in any study abroad program. All course approvals must be finalized by March 1 (for the summer or fall) and October 1 (for the spring).
  - No more than 17 hours will be approved for semester-long programs. No more than 12 hours will be approved for a summer term.

### Stop-Out Policy

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A student who finds it necessary to leave Taylor University temporarily with the firm intention to return may apply for stop-out status during the advance registration period. This status, which is open to students in good academic standing, is limited to one academic year, requires a definite return date, and enables students to return without formally applying for readmission through the Admissions Office. Students unable to return at the designated return date will be required to go through the formal readmission process. The stop-out option is not available to students who find it necessary to withdraw from the university after the term begins. It is the responsibility of students on stop-out to follow directives relating to student housing, billing, payment of bill, registration, and financial aid that are published annually and sent to all students by the President's Office. The stop-out application process begins in the Registrar's Office and requires approval by the student advisor and the registrar. A student planning to take courses at another institution during the stop-out period must submit transfer credit request forms to the Registrar's Office before the stop-out status will be approved. Failure to do so will require re-admittance through the Admissions Office.

### Transcript of Academic Record

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In accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA), transcripts may not be released without the written consent of the student. Students should submit a "Transcript Request Form" available in the Registrar's Office, have it signed by the cashier, and return the completed form to the Registrar's Office for processing. No transcript is issued unless all financial obligations to the university are current according to an agreement with the Bursar's Office. For information on requesting transcripts go to <http://online.tayloru.edu/admin/registrar/transcripts.asp>

You may view your course abstract, an unofficial copy of your academic transcript, online. This abstract is only useful for you and your advisor. For more information on accessing TOWER go to [http://online.tayloru.edu/admin/tower/tower\\_for\\_students.htm](http://online.tayloru.edu/admin/tower/tower_for_students.htm).

You must contact the Registrar's Office if you need an official transcript.

## Degree Requirements

Taylor University offers programs leading to the bachelor of arts degree, bachelor of science degree, bachelor of music degree, and the associate of arts degree.

All degrees require students to fulfill general education, major field, and elective courses. Students must declare a major by the time they reach junior status (61 hours). Students must also demonstrate proficiency in essential skill areas, i.e. reading, math, and writing.

In view of occasional curricular changes, continuously-attending students may elect to meet the graduation requirements that were in effect at the time they entered Taylor University. Otherwise, they must meet current graduation requirements. In situations where curricular changes must be made in compliance with new licensing or credential requirements, students will be required to comply with new requirements.

While there is no official time limit for the completion of a degree for continuously attending students, students who interrupt their enrollment for more than two full semesters must apply for readmission and meet the degree requirements current at the time of readmission.

### Baccalaureate Degree Requirements

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A baccalaureate degree is an award that requires the completion of at least four academic years of college-level work or the equivalent in an academic field of study and that meets the institutional standards for satisfying the requirements of this degree level. Only one degree is awarded for each major.

The bachelor of arts degree centers on courses of study in the arts and sciences. It is likely to include more elective courses in the major field of study. Candidates for the bachelor of arts degree must demonstrate the equivalent of two years in one foreign language. The degree may be combined with curriculum requirements in education or systems analysis.

The bachelor of science degree requires more upper-division courses, fewer electives, and a practicum or internship experience. Bachelor of science degrees are often awarded to students preparing for professional fields. Students usually specialize more in the natural and social sciences than in the humanities. Most bachelor of science degree programs are only available when combined with curriculum requirements in education or systems analysis.

The bachelor of music degree is the initial professional baccalaureate degree in music. Its primary emphasis is on development of skills, concepts, and sensitivity essential to the professional life of a musician. The degree may be combined with curriculum requirements in education.

Students must make application and receive approval of both departments before adding concurrent majors or a second minor. Students adding a third major or minor

## ACADEMIC REGULATIONS

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are required to obtain departmental and Curriculum Management Committee approval. Every major, minor, and concentration completed by a student must have at least one-half of its requirements unique to that major, minor, or concentration.

The following requirements apply to the baccalaureate program:

- Minimum of 128 semester hours.
- The residency requirement for the awarding of a Taylor University degree is fifty percent of the minimum degree requirement.
- At least 22 of the last 30 hours earned towards the degree must be taken in residence at Taylor University.
- Completion of all general education requirements.
- Cumulative GPA of 2.00. (Higher GPAs are required in certain curricula. See, for example, education and social work.)
- Passing grade in all hours for graduation.
- Minimum of 42 semester hours of upper-division (300-400 level) courses.
- Candidates for two degrees must complete a minimum of 158 semester hours and meet requirements for two different majors.
- Students desiring to complete the requirements for two degrees must make application and receive approval from both departments and the Curriculum Management Committee.

### Major

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The major is the principal field of study usually consisting of twenty-five percent or more of the total hours required in an undergraduate curriculum. At Taylor University, typical fields of study require students to earn a minimum of 30 hours of credit. The following requirements apply to the major:

- A 2.30 GPA in the major field is required. (Higher GPAs are required in certain curricula.)
- Courses earning a grade below C- may not be counted toward the required number of hours for the major and must be repeated.
- No course taken pass-fail may be included in the major.
- One-half of the hours in the major field must be earned at Taylor University.
- Every major completed by a student must have at least one-half of its requirements unique to that major.
- A comprehensive examination in the major field of study must be successfully completed.
- Students must make application and receive approval of both departments before adding concurrent majors. Students adding a third major are required to obtain departmental and Curriculum Management Committee approval.

### Concentration

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A concentration is an intensive study of a subject within a major field of study consisting of at least thirty percent of the major requirements. At Taylor,



concentrations are specialized areas within the major field and include tracks, application fields, supporting areas and areas of emphasis. There is a range of required hours that are determined by standards within the field along with requirements established by the department. Every concentration completed by a student must have at least one-half of its requirements unique to that concentration.

### **Minor**

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The student's field of secondary emphasis is usually, but not always, outside the major field. The minor normally consists of fifteen percent or more of the total hours required in an undergraduate curriculum. At Taylor, a minor generally involves a course of study equivalent to about one-half of a major. Minors are intended to complement the major and/or provide a greater breadth to liberal arts education. The following requirements apply to the minor:

- A 2.30 GPA in the minor field is required.
- Courses earning a grade below C- may not be counted toward the required number of hours in the minor.
- No courses taken pass-fail may be included in the minor.
- One-half of the hours in the minor must be earned at Taylor University.
- Every minor completed by a student must have at least one-half of its requirements unique to that minor.
- Students must make application and receive approval of both departments before adding a second minor. Students adding a third minor are required to obtain departmental and Curriculum Management Committee approval.

### **Language Requirement for Bachelor of Arts Degree**

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Students seeking the bachelor of arts degree must demonstrate the equivalent of two years of college level study in one foreign language for graduation from Taylor University. Taylor offers language instruction in French, Spanish, and New Testament Greek.

Students with no previous language background do not need to be tested and should begin their language study with the appropriate first semester course (101).

Students who have had previous study of Spanish or French in high school and intend to continue in the language must take the online WebCAPE placement exam. Students are then placed into language classes at the level indicated by the exam. Students who place into the fourth semester of foreign language have several options. If they feel the placement is correct, they may simply take the course. However, if they believe they can test out of the language requirement altogether, they may take further testing on campus.

- If the student desires to meet the language proficiency requirement and no college credit is desired, the student must pass an on-campus language proficiency test by October 15 if entering in the fall semester or March 15 if entering in the spring semester.



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- If the student wishes to receive six hours of credit for intermediate language, the student must pass the CLEP exam at Taylor and pay for the credit by October 15 if entering in the fall semester or March 15 if entering in the spring semester.
- With the permission of the chair of the modern languages department, the student may register for a course beyond the intermediate (fourth semester) level during the first semester at Taylor. Successful completion of such a course will be considered equivalent to additional testing.

Students of a language other than those offered at Taylor may choose to meet the language requirement by demonstrating proficiency equivalent to two years of college study of that language. The request should be initiated with the chair of the modern languages department. No academic credit will be awarded.

Students of a language other than those offered at Taylor University may choose to meet the language requirement by demonstrating proficiency equivalent to two years of college study of that language. The request should be initiated with the chair of the modern languages department. No academic credit will be awarded.

### **English/Writing Proficiency and Requirements**

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All incoming students who have attained SAT verbal scores of 550 or above or ACT English scores of 24 or above are exempt from taking the writing proficiency test.

New students who have not fulfilled the writing proficiency requirement by meeting the SAT/ACT standards are required to take an essay placement test. This includes both first-time freshmen and transfers with potential writing courses, which have not been evaluated and confirmed by the registrar. Those who show an acceptable level on the essay test continue fall or spring with ENG 110 Expository Writing. Those who demonstrate weaknesses must enroll fall semester in ENG 100, College Writing Fundamentals. Students completing ENG 100 with a C- grade or above earn admission into ENG 110. Students not meeting the C- requirement must meet with the writing specialist to discuss options. (Students enrolling other than the fall will be advised individually.)

ENG 110 Expository Writing (ENG 112 for international students) or its equivalent is required for graduation at Taylor, followed by two writing (WR) courses, typically in a student's major. All students are expected to complete ENG 110 by the end of their first year.

Writing courses transferred from other institutions to meet ENG 110 must represent the total writing requirement at that university (the last course in a sequence if more than one semester is offered). The course should include process writing, finished essays, and a research paper. The Registrar's Office (in consultation with the English department at Taylor University) must approve transfer courses.

Students wishing to attempt CLEP credit for ENG 110 must have scores at or above SAT verbal 660 or ACT English 27. Passing the objective portion at 80% qualifies a student to write the essay for evaluation by the English department at Taylor

## ACADEMIC REGULATIONS

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University. The CLEP exam for expository writing must be taken and passed by October 15 for students entering in the fall semester and March 15 for students entering in the spring semester. (Students not completing all requirements by the appropriate date must register for ENG 110 during their second semester.)

An AP score of 5 for ENG 110 qualifies for credit, while a score of 4 requires evaluation of the essay by the English department of Taylor University. The AP process must be completed with the Office of Academic Assessment by November 1 of the student's first semester. It is the student's responsibility to verify that AP scores are received in the Office of Academic Assessment prior to enrollment at Taylor.

If the AP or CLEP exam for expository writing is passed and approved by the Office of Academic Assessment, the fee for posting credit to the transcript should be paid prior to second semester preregistration.

### **Reading and Math Proficiencies**

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All new students, both first-time freshmen and transfers, must demonstrate proficiency in reading and math. Proficiency tests are administered when students arrive on campus.

Students may fulfill the proficiency requirements for reading and math in one of the following ways:

*Reading:* All students must fulfill the reading proficiency requirement according to the following guidelines.

- Students with SAT verbal scores of 540 or above or ACT English scores of 23 or above will be considered to have met the reading proficiency requirement.
- Students with SAT verbal scores between and including 460 and 530 or ACT English scores between and including 19 and 22 will be required to attain a passing score on the reading proficiency test before November 1, for students entering in the fall and April 1 for students entering in the spring. Students in this group who have not passed the reading proficiency test by this deadline are required to be enrolled in IAS 180 Applied Learning Techniques-Verbal during interterm or spring semester. To arrange testing, please contact the testing office when you arrive on campus in the fall.
- Students with SAT verbal scores below 460 or ACT English scores below 19 will be enrolled in IAS 180 Applied Learning Techniques-Verbal in their first semester of attendance at Taylor.

*Math:* All students must fulfill math proficiency requirements according to the following guidelines.

- Students with SAT math scores of 550 or above or ACT math scores of 24 or above will be considered to have met the math proficiency requirements.
- Students with SAT math scores between and including 460 and 540 or ACT math scores between and including 19 and 23 will be required to attain a passing score on the math proficiency test before November 1 for students entering in

## ACADEMIC REGULATIONS

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the fall and April 1 for students entering in the spring. Students in this group who have not passed the math proficiency test by this deadline are required to be enrolled in IAS 185 Applied Learning Techniques-Math or MAT 100 Fundamentals of Math during interterm or spring semester. To arrange testing, please contact the testing office (ext. 85373) when you arrive on campus in the fall.

- Students with SAT math scores below 460 or ACT math scores below 19 will be enrolled in IAS 185 Applied Learning Techniques-Math or MAT 100 Math Fundamentals in their first semester of attendance at Taylor. The math proficiency test will be given as part of these courses.
- Students are eligible to enroll in one of the mathematics general education courses when they have met the math proficiency requirement.
- Passing the math proficiency is a prerequisite to any of the math courses except MAT 100.

### Senior Seminar

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Senior Seminar is an integrative, interdisciplinary general education requirement. Students register for this one-hour general education course during either the fall or spring semester of their senior year.

### Senior Comprehensive Examination

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A candidate for a baccalaureate degree must pass a comprehensive examination in the major field of study. This examination is given during the senior year. A student is allowed a maximum of three attempts to pass the comprehensive examination in any single major. If a student intends to graduate with more than one major, a comprehensive examination is required for each. The examinations are to be marked superior, pass, or fail.

### Associate of Arts Degree

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An associate degree is an award that requires the completion of at least two academic years of college-level work or the equivalent in an academic or occupationally specific field of study and that meets institutional standards for satisfying the requirements for this degree level.

The associate of arts degree requires general education and major area courses along with demonstrated proficiency in essential skill areas. At Taylor University, most of the degree programs are designed to prepare students for occupational-specific fields as well as preparation for matriculation to baccalaureate degree programs. An associate of arts degree must be completed and awarded one calendar year before a baccalaureate degree from the same department can be awarded. The associate of arts in liberal arts is not to be taken with or awarded with any of the three baccalaureate degrees. The following requirements apply to the associate's degree:

- Minimum of 64 semester hours.
- The residency requirement for the awarding of a Taylor degree is fifty percent of the minimum degree requirement.
- At least 22 of the last 30 hours must be taken in residence at Taylor University.

## ACADEMIC REGULATIONS

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- Cumulative GPA of 2.00.
- The following general education courses: IAS 101, 110; ENG 110; CAS 110 or 120; PHP 100 and 200x (1 hour); BIB 110 and 210; COS 104 or 106; one social science or history course; HUM 230 or a literature course from ENG 230, 233, 240, or 250; one science or math course. The AA degree in liberal arts requires HUM 230, a literature course, one science course, and one math course in addition to the courses listed above.
- Demonstrate proficiency in writing, mathematics, and reading.
- Fulfill all major area requirements. (Refer to Business Administration, Early Childhood Education, Liberal Arts, and Management Information Systems for detailed listing.)
- This degree does not allow for more than one major area of study.





Taylor University offers programs leading to the bachelor of arts degree, bachelor of science degree, bachelor of music degree, associate of arts degree, and preprofessional training. Each student selects a major and meets the requirements for the chosen course of study. In addition, every student meets general education requirements and may select from electives to complete his or her studies. Two years of one foreign language are required of students pursuing the bachelor of arts degree program. The bachelor of arts degree may be combined with curriculum requirements in education or systems analysis. The bachelor of music degree may be combined with curriculum requirements in education. Most bachelor of science degree programs are only available when combined with curriculum requirements in education or systems analysis.

Departmental certificate programs are offered within specific baccalaureate programs. Each program is described within the program listings of the sponsoring department. These certificates are awarded by the sponsoring departments and do not include a transcript entry.

Taylor University reserves the right to withdraw a course or a program or to limit its enrollment when for any reason it becomes impractical to offer it as previously scheduled.

### **Objectives of the Academic Programs**

Taylor University's academic program

- requires students to demonstrate depth of learning in an academic major,
- structures the general education experience for the dissemination of the liberal arts heritage,
- fosters the capacity for making sensitive, value-oriented judgments,
- engages students and faculty in and encourages research,
- prepares students for conscientious and creative leadership in a technological world,
- establishes foundations for graduate study,
- shares intellectual expertise with the larger geographical, scholarly, and faith communities,
- anchors specific career preparation for a variety of professions in a foundation of appropriate academic experiences, cultural breadth, and Christian perspectives,
- prepares students to meet external certification and licensing requirements, and
- provides preprofessional preparation.

### **General Education**

All students at Taylor University share certain common educational requirements. Known as general education, this program grows out of the purpose of the

## ACADEMIC PROGRAMS

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university as expressed in its Christian beliefs, mission statement, and academic objectives.

In seeking to integrate faith and learning in the Christian university environment, the general education program recognizes that all truth is God's truth in the special revelation of the inspired Scriptures and in the accumulated knowledge of human experience. The Christian faith permeates all learning. This idea means that (1) faith is the foundation for our learning in the academic disciplines, and (2) the academic disciplines are important for informing our faith and transforming our world.

Christian worldview assumptions provide the foundation for the learning process and infuse the liberal arts and the academic majors with direction, meaning, and motive for application. Such interaction of faith and learning transforms general education courses in terms of subject selection, interpretation of information, the search for meaning in information, the application of knowledge, a model for living and learning, and an enthusiastic appreciation for knowledge. The liberal arts enhance the study of the student's major and support preparation for the world of work as well as civic, social, and personal responsibilities.

Representing nearly half of the baccalaureate programs, general education is liberating education in that it frees Christians to think and deal with the entire range of knowledge. The faculty of Taylor University affirms that general education is intended to develop students who evidence the following characteristics of mature and intellectual Christians:

**Spiritual Activity:** Students who are spiritually active have developed an intellectual and experiential understanding of the Christian heritage enacted in a consistent lifestyle of study, worship, service, stewardship, and world outreach.

**Critical Thinking:** Students who are critical thinkers have learned the intellectually disciplined process of conceptualizing, quantifying, analyzing, synthesizing, and evaluating information gathered from or generated by observation, experience, reflection, reason, or communication as a guide for action or belief.

**Competent Communication:** Students who are competent communicators have developed understanding and skill in the nature and practice of private and public discourse as instruments for creating, interpreting, and evaluating beliefs, attitudes, policies, and values in the context of various communities.

**Scientific Literacy:** Students who are scientifically literate have understood and employed the scientific method as a means of inquiry, are familiar with basic subject matter in representative areas of the natural sciences, understand foundational connections among the various areas of science and mathematics, and are able to relate scientific principles to human affairs.

**Aesthetic Literacy:** Students who are aesthetically literate have developed knowledge of the unique epistemology represented by the arts, including a discerning awareness of the language and literature of diverse art forms.

**Civic Mindedness:** Students who are civic minded have attained systematic knowledge of the structure and processes of domestic and international cultural,

## ACADEMIC PROGRAMS

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economic, political, and social systems and value participation in those structures and processes.

**Responsible Stewardship:** Students who are responsible stewards have developed an understanding of God's command to be good caretakers of His creation and practice individual accountability in managing spiritual, intellectual, personal, physical, and economic resources.

**Lifelong Learning:** Students who are lifelong learners are committed to learning as a means of continuous growth and development, which expresses itself in ministry and reverence toward God in an ever-changing world.

### General Education Requirements

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No single general education course may meet two separate general education requirements (except CC, WR and SP).

#### Orientation

IAS 101 New Student Orientation (1)

#### Spiritual Foundation

IAS 110 Foundations of Christian Thought (3)

BIB 110 Biblical Literature I (3)

BIB 210 Biblical Literature II (3)

REL 313 Historic Christian Belief (3)

PHI 413 Contemporary Christian Belief (3)

IAS 495 Senior Seminar (1)

#### Stewardship of the Body

PHP 100 Fitness for Life (1)

PHP 200x PE Activity (1)

Select one of the following:

PHP 200x General Physical Education (1)

PHP 250 Elementary School Health & Physical Education (3)

PHP 300 Basic Swimming Skills (1)

PHP 302 Lifeguard Training (1)

PHP 333 Water Safety Instructor (1)

PHP 334 Lifeguard Training Instructor (1)

PHP 345 Challenge Course Facilitator Certification (3)

#### Speaking

Select one of the following:

CAS 110 Public Speaking (3)

CAS 120 Interpersonal Communication (3)

Complete two designated speaking courses (SP)

#### Writing

ENG 110 Expository Writing (3), or

ENG 112 American English for International Students (5)

Complete two designated writing courses (WR)



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### **Fine Arts**

HUM 230 Art as Experience (4), or

HUM 330 Arts and Ideas (4)

Select one of the following:

HUM 250 Participation in the Arts (1)

Music ensemble (1)

Art studio course (3)

Music lesson (private or class) (1)

### **Computer Science**

COS 104 Computer & Information Concepts (2), or

COS 106 Computer & Information Concepts (2)

### **Literature**

Select one of the following:

ENG 230 World Literature (3)

ENG 233 Literary London (3)

ENG 240 American Literature (3)

ENG 250 British Literature (3)

CAT 200 Oral Interpretation of Literature (3)

### **Science**

Select two lab courses from two different areas. Must total at least 7 hours.

#### **Area I - Life Science**

BIO 100 General Biology (5)

BIO 200 Human Nutrition (4)

BIO 243 Human Anatomy & Physiology (5)

BIO 244 Human Anatomy & Physiology I (4)

ENS 200 Environment & Society (3)

ENS 231 Introduction to Environmental Science (4)

#### **Area II - Physical Science**

CHE 100 Chemistry for Living (4)

CHE 201 General Chemistry I (5)

CHE 211 College Chemistry I (4)

PHY 120 Experiences in Physical Science (4)

PHY 121 Survey of Physical Science (5)

PHY 203 General Physics (4)

PHY 211 University Physics (5)

#### **Area III - Earth Science**

PHY 201 Introductory Astronomy (3 or 4)

ENS 241 Physical Geology (4)

ENS 242 Geology of Indiana (4)

ENS 351 Environmental Survey Techniques (4)

GEO 210 Physical Geography (4)

GEO 240 Introduction to Geology (3)

### **History**

HIS xxx (3-5)

### **Mathematics**

Select one of the following:

- MAT 110 Finite Mathematics (3)
- MAT 120 Investigations in Mathematics (3)
- MAT 140 Fundamental Calculus for Applications (3)
- MAT 151 Calculus with Analytic Geometry I (4)
- MAT 210 Introductory Statistics (4)
- SOC 355 Applied Social Statistics (4)

### **Social Science**

Select two courses from two different departments. At least one of which must be a civic engagement course.

#### **(I) Civic Engagement**

- ECO 190 Issues in Economics (3)
- ECO 201 Principles of Microeconomics (4)
- GEO 230 Political Geography (3)
- POS 100 American Politics (3)
- POS 211 World Politics (3)
- POS 213 International Political Economy (3)
- POS 331 Development of Public Policy (3)
- SOC 100 Introduction to Sociology (3)
- SOC 210 Contemporary Social Problems (3)
- SOC 220 Ethnic and Minority Issues (3)
- SWK 200 Explorations in Social Work (3)
- SWK 320 Unleashing the Oppressed (3)

#### **(II) General Social Science Courses**

- HIS 211/311 History/Geography Latin America (4)
- HIS 212/312 History/Geography East Asia (4)
- HIS 213/313 History/Geography Africa (4)
- HIS 215/315 History Geography South Asia (3)
- POS 222 Comparative Politics (3)
- POS 312 Political Behavior (3)
- GEO 220 Regional Geography (4)
- IAS 330 Human Relations in Organization (3)
- PSY 110 Foundations of Psychology (3)
- PSY 200 Introduction to Psychology (3)
- PSY 240 Child Psychology (3)
- PSY 250 Life Span Development (4)
- PSY 340 Adolescent Psychology (3)
- PSY 350 Child and Adolescent Psychology (3)
- SOC 310 Religion and Society (3)
- SOC 330 Social Change and Social Movement (3)
- SOC 361 History of Social Thought (3)
- SOC 381 Marriage and Family Systems (3)

### **Cross Culture**

Complete one designated cross culture course (CC)

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## Course Information

Lower-division courses, typically courses numbered at the 100 and 200 level, are introductory and foundational courses designed for freshmen and sophomore-level students. Upper-division courses, numbered at the 300 and 400 level, build upon higher knowledge and principles and usually require junior and senior-level students to demonstrate an advanced level of independence, writing ability, and critical thinking skills in learning difficult content material within various academic disciplines.

Some curricular courses or course components listed in this catalog include physical or off-campus activities for which students must sign a waiver of liability as a precondition of participation.

The following courses are offered in many departments with descriptions for these courses being the same for all departments. Descriptions are provided here, but these courses carry department prefixes. Registration forms are available in the Registrar's Office or go to <http://online.tayloru.edu/admin/registrar/forms.asp>

**170/370**                      **1-4 hours**

### **Selected Topics**

A course offered on a subject of interest but not listed as a regular course offering. May count toward the departmental major and meets general education requirements.

**360**                              **1-4 hours**

### **Independent Study**

An individualized, directed study involving a specified topic.

**393**                              **1-4 hours**

### **Practicum**

Supervised learning involving a first-hand field experience or a project. It is offered primarily during summer. Generally, one hour of credit is awarded for a minimum of 40 hours of practicum experience.

**450**                              **1-4 hours**

### **Directed Research**

Investigative learning involving closely directed research and the use of such facilities as the library or laboratory.

**480**                              **1-4 hours**

### **Seminar**

A limited-enrollment course designed especially for upper-class majors with emphasis on directed readings and discussion.

**490**                              **1-2 hours**

### **Honors**

## ACADEMIC PROGRAMS

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Individualized study or research of an advanced topic within a student's major. It is open to students with at least a 3.00 GPA in the major field.

### Academic Programs List

The listings and text that follows provides the details of the courses of study. Listed alphabetically by department and/or program, the material includes faculty names, major requirements, and course descriptions. Course descriptions identify the content, the level of difficulty of the course, and any prerequisites that apply.

#### Associate of Arts Degree Majors

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Business Administration	Liberal Arts
Early Childhood Education	Management Information Systems

#### Baccalaureate Majors

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Accounting	Goal-Oriented
Art	History
Biblical Literature	International Business
Biology	International Studies
Chemistry	Management
Chemistry-Environmental Science	Marketing
Christian Educational Ministries	Mass Communication/Journalism
Communication Studies	Mathematics
Computer Engineering	Mathematics-Environmental
Computer Graphic Arts	Science
Computer Science	Music
Economics	Natural Science
Engineering Physics	Philosophy
English	Physics
Environmental Biology	Political Science
Environmental Engineering	Psychology
Environmental Geology	Sociology
Exercise Science	Social Work
Finance	Spanish
French	Sport Management
Geography	Theatre Arts

#### Baccalaureate Minors

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Accounting	Environmental Science
Biblical Languages	Finance
Biblical Literature	French
Biology	Geography
Chemistry	Graphic Design
Christian Educational Ministries	History
Communication Studies	Human Resource Management
Computer Science	Intercultural Studies/Missions
Economics	International Studies
English	Literature



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Management	Psychology
Marketing	Public Relations
Mass Communication/Journalism	Sociology
Mathematics	Spanish
Music	Studio Art
Philosophy	Theatre Arts
Physics	Writing
Political Science	Youth Ministries
Prelaw	

## Baccalaureate Teaching Majors

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Art Education	Mathematics Education
Biology Science Education	Music Education
Chemistry Science Education	Physical Science Education
Elementary Education	Physics Science Education
English Education	Social Studies Education
French Education	Spanish Education
Health and Physical Education	

## Interdisciplinary Program

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Systems Analysis

## Preprofessional Programs

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Pre-Engineering	Premedicine
Premedical Technology	

### Art

**Chair, Professor R. Smith; Associate Professor C. Moore; Assistant Professors L. Blakely, K. Herrmann**

Our contemporary world shares a common intellectual and physical culture that is significantly determined by the creative results of visual arts. Whether through the physical environment, information media, entertainment, or consumable products, the visual and design arts influence our beliefs, choices, and actions with increasing sophistication. The Taylor University art department, in conjunction with the broader liberal arts community, sees its purpose as the training of Christian professionals who are adept at reading this visual environment and engaging it creatively and redemptively.

Many specific career avenues require training in the visual arts. A major in art is a good first step toward a career in architecture, publication design, fine arts production, advertising, industrial design, graphic illustration, arts administration, art education, or art therapy.

The goals of the art department at Taylor University are (1) to provide undergraduate art majors with strong foundational skills that will prepare them technically and intellectually for success in graduate or advanced professional programs in the fine arts or the design professions, (2) to provide teacher training in art education for certification and instruction in elementary, middle, and secondary schools, (3) to offer liberal arts students art courses which will enrich their comprehension of cultural issues, and (4) to encourage our faculty to serve as role models by actively producing in their chosen field of the visual arts and by articulating how Christian faith, the visual arts, and the current issues of Western culture interrelate.

The department of art offers the bachelor of arts and bachelor of science degrees. The bachelor of arts degree requires completion of two years of one foreign language. The bachelor of science degree must be combined with curriculum requirements in either education or systems analysis. A senior exhibit is required of all majors in art, art education, and computer graphic arts, as fulfillment of the senior comprehensive examination requirement.

### Art

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The bachelor of arts degree with a major in art requires two years of one foreign language and 46-56 hours including ART 101, 151, 201, 251, 255 (or competency), 261, 271, 321 or 322, 341 or 342, 371, 382, 393 (1-3 hours), 482, 483, 485; one course from ART 275, 281, or 282; two art history courses from ART 213, 313, 316, 413; a minimum of three courses in a single subject area to form a concentration selected from one of the following areas:

Drawing: ART 101, 201, 301

Art History: ART 213, 313, 316, 413

Painting: ART 321, 322, 421

Photography: ART 261, 353, 361, 461

## **ACADEMIC PROGRAMS**

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Ceramics: ART 281, 282, 381

Printmaking: ART 341, 342, 441

Sculpture: ART 371, 372, 471

Metals: ART 275, 375, 475

Graphics: ART 351, 356, 451, 353

The graphic design minor requires 18-21 hours including ART 101, 151, 251, 255 (or competency), 351; two courses from ART 261, 213, 313, 316, 353, 356, 413, 451, CAM 332. Only one course may be taken from 213, 313, 316, and 413. Not open to computer graphic arts majors.

The studio art minor requires 21 hours including ART 101, 151; one course from ART 213, 313, 316, 413; one course from ART 261, 321, 322, 341, 342; one course from ART 271, 275, 281, 282; at least two 3-hour courses in a single area selected from drawing, painting, photography, ceramics, printmaking, sculpture, or metals and elective hours to total 21. Not open to art majors.

### **Art/Systems**

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The bachelor of science degree with a major in art/systems consists of the 46-56 hour major requirement and curriculum requirements in systems analysis including COS 120, 240 or 250, IAS 330, MAT 151, 382, MAT 210 or 352, SYS 200, 390, 392, 394, 401 or 402, ART 393 (3-4 hours); three additional systems elective hours from COS 310, 320, 382, MAT 230, 240, 372, 392, 412, 431, SYS 310, 401, 402. Courses selected for the three additional hours must be in addition to those required elsewhere in the major or systems. All systems curriculum courses must be completed with a grade of C- or better.

### **Art Education**

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The bachelor of science degree in visual arts education requires 71-73 hours of professional education and art courses. Students who desire licensure in visual arts for all grades (K-12) must complete the following requirements: (Detailed curriculum guides are available from the education and art departments).

Professional Education: EDU 150, 260, 312, 320, 410, and 431.

Art Courses: ART 101, 151, 201, 210, 255 (or competency), 261, 271, 281, 282, 310, 321, 322, 341 or 342, one of 382, 482 or 483 and two art history courses from ART 213, 313, 316, and 413.

### **Computer Graphic Arts**

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The art department, in cooperation with the computing and system sciences department, offers a computer graphic arts major that combines computer science and art courses. See Computing and System Sciences for program details.

## Art Courses

### **ART 101** 3 hours

#### **Drawing I**

Introduction to the fundamentals of observation and rendering, perspective and composition, using a variety of drawing mediums. *Meets general education participation in the arts requirement. Offered fall and spring semesters.*

### **ART 151** 3 hours

#### **Two-Dimensional Design**

A foundational course in understanding the elements and principles of two-dimensional design composition and color theory; as well as methods for creative problem solving. A studio skills class utilizing a variety of mediums in a related series of projects. *Meets general education participation in the arts requirement. Offered fall and spring semesters.*

### **ART 170/370** 1-4 hours

#### **Selected Topics**

### **ART 201, 301** 3 hours

#### **Drawing II, III**

Intermediate level problems deal with the human figure and advanced conceptual approaches as they relate to drawing as an artistic end. *Prerequisite: ART 101. For 301, previous course(s) in sequence.*

### **ART 210** 3 hours

#### **Introduction to Art Education**

A survey of the history and philosophy of art education. The course utilizes the disciplines of art criticism, history, aesthetics, and production to acquire information, develop resources, and create a variety of learning experiences for students of various developmental levels. *Offered fall semesters.*

### **ART 213** 3 hours

#### **Western Art History I**

A survey of architecture, sculpture, and painting from prehistory to the Late Gothic in Europe and the Near East. *Offered even fall semesters.*

### **ART 251** 3 hours

#### **Typography**

An introduction to the essential principles of typography; its design and expressive capacities are explored through studio projects. *Meets general education participation in the arts requirement. Offered fall and spring semesters.*

### **ART 255** 2 hours

#### **Digital Tools**

An introduction to the essential computer programs utilized in art and design including Illustrator, Photoshop, QuarkXpress, and InDesign. This is a competency



## ACADEMIC PROGRAMS

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requirement. Students may demonstrate competence by taking the course for credit or taking a test.

### **ART 261** **3 hours**

#### **Photography I**

Introduction to the fundamentals of black and white photography. History, composition, darkroom processes, and artistic techniques are presented with an emphasis on individual explorations of the medium. Students must provide a 35mm camera with adjustable shutter and aperture diaphragm to enroll. *Meets general education participation in the arts requirement. Offered fall and spring semesters.*

### **ART 271** **3 hours**

#### **Three-Dimensional Design**

A foundational course in understanding the elements and principles of three-dimensional design composition, as well as creative problem solving. A studio skills class utilizing a variety of mediums in a related series of projects. *Meets general education participation in the arts requirement. Offered fall and spring semesters.*

### **ART 275, 375, 475** **3 hours**

#### **Metals I, II, III**

Beginning through advanced metalworking projects use various techniques, with precious and non-precious metals. Soldering, enameling, metal casting, and stone setting are covered. Advanced projects refine the basic techniques through individual exploration. *ART 275 meets general education participation in the arts requirement. Prerequisite: For 375 and 475, previous course(s) in sequence or signed permission of the instructor.*

### **ART 281** **3 hours**

#### **Ceramics: Handbuilt Forms**

An introduction to basic clay formation techniques with an emphasis on the sculptural and asymmetrical potentials of hand constructed clay forms. Covers essentials of the ceramic process: forming, glazing, and transformation through firing. *Meets general education participation in the arts requirement. Offered fall semesters.*

### **ART 282** **3 hours**

#### **Ceramics: Wheel Throwing**

The use of the potter's wheel for throwing vessel and sculptural forms. Form and surface design are considered as well as various firing techniques. *Meets the general education participation in the arts requirement. Offered spring semesters.*

### **ART 300** **3 hours**

#### **Art for Teachers**

Opportunities for the development of skills and learning experiences for use in the elementary classroom. Introduction to the components of Discipline Based Art Education through lecture, studio projects, and out of class assignments. *Offered fall and spring semesters.*

**ART 310** **3 hours**

Theory and foundations for the development of skills and learning experiences for use in the elementary art classroom. The Disciplined Based Art Education model will be utilized in preparing lesson plans, studio projects and practical application content.

**ART 313** **3 hours**

A survey of architecture, sculpture, and painting from the Proto-Renaissance to the present in Western Europe and the United States. *Prerequisite: ART 213 recommended. Offered odd fall semesters.*

## ART 316 3 hours

A survey of the visual arts of India, China, and Japan as an overview of the primary cultures of the Eastern world. The architecture, painting, and sculpture of Hinduism, Buddhism, Confucianism, Taoism, Shintoism, and Islam are considered. *Offered odd spring semesters.*

**ART 321** **3 hours**

Basic elements of the materials, theory, techniques, and composition as used in historical and contemporary styles of painting in oil medium. Consideration of the work of individual painters introduces various conceptual approaches to painting. *Prerequisites: ART 101, 151. Offered fall semesters.*

## ART 322 3 hours

The essential materials, tools, techniques, and processes for painting in the watercolor medium are presented. *Prerequisites: ART 101, 151. Offered spring semesters.*

**ART 341** **3 hours**

Handprinting as an expressive medium is investigated through relief (e.g. woodcut) and intaglio (e.g. etching, engraving) processes including instruction in the use of essential tools and materials, techniques, and approaches to image-making introducing contemporary and historical examples. *Prerequisites: ART 101, 151. Offered fall semesters.*

## ART 342 3 hours

Handprinting as an expressive medium is investigated through the resist and stenciling processes of lithography and serigraphy (silkscreen) including instruction in the use of essential tools and materials, techniques, and approaches to image-making introducing contemporary and historical examples. *Prerequisites: ART 101, 151.*

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### **ART 351** 3 hours

#### **Graphic Design**

Students explore the impact of graphic communication and its influence in corporate identity, packaging, and publication design developing conceptual and technical skills to solve design problems. *Prerequisites: ART 151, 251 and 255.*

### **ART 353** 3 hours

#### **Digital Photography**

Introduces and develops skills in digital photography and video, including manipulation by computer programs for both art and design applications. *A limited number of cameras are provided for check-out by the department. Students may need to provide their own digital camera. Prerequisite: 255.*

### **ART 356** 3 hours

#### **Interactive Design**

Develop the skills of computer design techniques as applied to web design as well as other interactive media, emphasizing both practical aspects such as effective navigation as well as creativity and aesthetics. *Prerequisites: ART 151, 251, 255.*

### **ART 360** 1-4 hours

#### **Independent Study**

### **ART 361, 461** 3 hours

#### **Photography II, III**

The advanced techniques of studio lighting, filtration, electronic flash, larger camera formats, and metering are covered as well as their applications to portrait, product, and macro photography. Color photographic processes and professional presentation methods are presented. Students must provide a single-lens reflex camera with adjustable shutter and aperture diaphragm to enroll. *Prerequisite: ART 261. For 461, the signed permission of the instructor and 361 are required.*

### **ART 371, 372, 471** 3 hours

#### **Sculpture I, II, III**

Foundational, intermediate, and advanced use of technical skills and conceptual issues of creating sculpture with form and space. Studio projects employ the additive, subtractive, and casting methods and the materials clay, plaster, wood, plastics, and metals. *Prerequisite: ART 271. For 372 and 471, previous course(s) in sequence and signed permission of the instructor are required.*

### **ART 381** 3 hours

#### **Advanced Ceramics**

Individual projects explore a focused theme using hand building, wheel throwing, casting, or alternate methods. *Prerequisites: ART 281 and 282, or the signed permission of the instructor.*

**ART 382** 1 hour

**The Christian and the Arts**

Seminar that deals with topics related to the Christian and the Arts emphasizing the development of critical abilities via the discussion of readings, student presentations and writing assignments. *Prerequisite: Junior status. Offered spring semesters.*

**ART 393** 1-4 hours

**Practicum**

**ART 413** 3 hours

**Contemporary Issues in Art**

Introduces the student to a wide range of contemporary issues in art, emphasizing the development of analytical and critical skills. *Prerequisite: Junior status.*

**ART 421** 3 hours

**Advanced Painting**

Advanced work refining technical skills, creative expression and development of style in a variety of painterly media. *Prerequisites: ART 321 and 322, or permission of the instructor.*

**ART 441** 3 hours

**Advanced Printmaking**

Advanced studies in printmaking addressing the refining of skills and the individual exploration of one or two printmaking processes. *Prerequisite: ART 341 and 342, or signed permission of the instructor.*

**ART 451** 3 hours

**Topics in New Media**

Advanced work in a specified area of new media as it is utilized in art and design. *Prerequisites: ART 151, 255, and permission of the instructor.*

**ART 482** 1 hour

**Professional Development I**

Seminar devoted to early stages of conceptualization for student's senior exhibition, professional development and compilation of the portfolio. First of two parts taken during the senior year. *Prerequisite: Senior status. Offered fall semesters.*

**ART 483** 1 hour

**Professional Development II**

Seminar devoted to completion of student's senior exhibition, continued professional development, and portfolio. Second of two parts taken during the senior year. *Prerequisite: ART 482. Offered spring semesters.*

**ART 485** 3 hours

**Senior Exhibition**

Creation of a body of work for the student's senior exhibition with thematic and aesthetic cohesiveness. *Corequisite: ART 482 or 483. Prerequisite: Senior status.*

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## ACADEMIC PROGRAMS

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### **Biblical Studies, Christian Education, and Philosophy**

**Chair, Professor Harbin; Professors Corduan, Dorman, Helyer, Heth, Spiegel; Associate Professors Charles, Chechowich, Lay, Meadors, Assistant Professors P. Collins, R. Smith; Instructor J. Collins**

The purpose of the biblical studies, Christian education, and philosophy department is two-fold. First, the twelve-member department provides a significant portion of the “faith” side of the integration of faith and learning by teaching four general education courses required of the entire student body. These four courses (BIB 110, 210, REL 313, and PHI 413) are sequenced with each successive course serving the prerequisite for the next. As a whole, these general education courses are designed to equip students with enough theological and philosophical substance to be able to integrate biblical truth within their respective disciplines as well as think and live “Christianly” in our post-modern world. A.W. Tozer said, “The history of mankind will probably show that no people has ever risen above its religion, and man's spiritual history will positively demonstrate that no religion has ever been greater than its idea of God.” Thus, the ultimate goal of the general education courses taught within this department is that the student know and love God with all his heart and mind (John 17:31; Luke 10:27) and become more Christlike in thought, speech, and action (Romans 8:29).

Second, the department offers three majors - biblical literature, Christian educational ministries, and philosophy - to prepare students who will demonstrate competence in biblical, educational, and philosophical truth in preparation for graduate studies and lifelong servant/leadership roles in professional Christian ministries. In addition, minors are offered in biblical languages, biblical literature, Christian educational ministries, philosophy, inter-cultural studies/missions, and youth ministry.

Taylor University seeks to provide pre-theological students with the cultural and intellectual foundations essential to their graduate study and ministry. In addition to the basic tools of a liberal arts education, the student desiring to attend seminary should take an introductory course in philosophy and logic and be able to read at least one theologically significant foreign language. The primary language is Greek, although Hebrew is also recommended. As an alternative, a modern language may be substituted, but should be French.

Students who plan to pursue seminary study should seek the counsel of the department faculty and consult with the appropriate denominational authorities to determine which graduate school(s) would best prepare them for their anticipated career. Early in their senior year, students should correspond with the school(s) to which they intend to apply.

Many of the department's majors choose to take advantage of Taylor's affiliation with Jerusalem University College and spend a semester studying in Jerusalem. Men and women anticipating seminary study should also select other electives in their undergraduate course of study that encompass the world of ideas, the world of nature, and the world of human affairs.

### **Biblical Languages**

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Primarily, these courses enable one to read and study the Bible in the original languages. Enrichment of historical concepts of communication, depth and breadth of Christian perspective, and cultural appreciation of the biblical world are secondary concerns of biblical language studies. Two years of Greek meets the language requirement for graduation and satisfies or exceeds language entrance requirements for most seminaries.

A minor in biblical languages consists of 23 hours of credit. Required courses include GRK 201, 202, 301, 302, 450, HEB 201, 301.

### **Biblical Literature**

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The purpose of a major in biblical literature is to provide students with a solid understanding of the foundation of the Christian faith to enhance any vocation, to prepare for church or para-church ministry, or to prepare for graduate study. In the process, students will study significant portions of the biblical text and explore various approaches to understanding it. The goal is that the student understands the traditional view of the biblical text, why it has endured, and be able to evaluate alternative explanations.

The bachelor of arts degree with a major in biblical literature requires two years of one foreign language and 33 hours beyond BIB 110 and 210 general education requirements. At least 24 of the 33 hours must be in biblical literature including BIB 272, 320, 341, 462, 480 and nine hours of BIB electives. Also required are PHI 262 or 371 and six additional departmental elective hours from BIB, CED, PHI, or REL. Candidates for a major in biblical literature must earn at least a C- in BIB 110, 210, REL 313, and PHI 413.

A minor in biblical literature requires 15 hours of credit beyond the general education required courses of BIB 110 and 210. For this minor, two courses in Old Testament and two courses in New Testament are required, plus one other BIB, CED, or REL elective (excluding REL 313).

### **Biblical Literature/Systems**

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The bachelor of science degree with a major in biblical literature/systems consists of the 33 hour major requirement and curriculum requirements in systems analysis including COS 120, 240 or 250, IAS 330, MAT 151, 382, MAT 210 or 352, SYS 200, 390, 392, 394, 401 or 402, BIB 393 (3-4 hours); three additional systems elective hours from COS 310, 320, 382, MAT 230, 240, 372, 392, 412, 431, SYS 310, 401, 402. Courses selected for the three additional hours must be in addition to those required elsewhere in the major or systems. All systems curriculum courses must be completed with a grade of C- or better. Candidates for a major in biblical literature/systems must earn at least a C- in BIB 110, 210, REL 313, and PHI 413.

### **Christian Educational Ministries**

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The purpose of the Christian educational ministries program of Taylor University is to provide a foundation for students who are pursuing careers in church or para-church ministry and/or graduate school. In addition to the major, students often

## ACADEMIC PROGRAMS

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pursue one of the following interdisciplinary areas of concentration: youth ministry, children's ministry, inter-cultural ministry, urban ministry, camping and recreational ministry, administrative ministry, or music ministry. The Christian educational ministries program at Taylor University is characterized by a whole person focus. Courses balance theory and practice as the biblical, theological, historical, philosophical, and educational foundations of ministry are explored. Spiritual formation in the context of a learning community is emphasized. Students learn collaborative thinking, planning, programming, and evaluation strategies while they are encouraged to identify and use their spiritual gifts in ministry during their years as students. Students are encouraged to study in an off campus program for at least one semester.

Students may apply for admission to the Christian educational ministries program upon completion of CED 100 and 262 and one semester of experience in a departmentally approved ministry. Students are considered for acceptance if they meet the following criteria: 3.00 in the major and 2.50 overall GPA, at least one semester of experience in a departmentally approved ministry, and an interview with members of the Christian educational ministries faculty.

The application process includes the following components: First, complete a written application. Second, submit letters of recommendation from a pastor, a ministry supervisor, and, for residential students, a residence life staff person; nonresidential students must provide an additional character reference. Third, participate in an interview with the Christian educational ministries faculty.

A bachelor of arts degree with a major in Christian educational ministries requires two years of one foreign language and at least 49-50 hours including CED 100, 232, 242, 262, 351, 352, 371, 393 (3-4 hours), 421, 493, BIB 272, 462; two BIB electives; PHI 262 or 371, and PSY 250. Four semesters of departmentally approved ministry are required. Students are encouraged to fulfill their language requirement by studying two years of Greek. Candidates for a major in Christian educational ministries must earn at least a C- in BIB 110, 210, REL 313, and PHI 413. Seniors will write a scholarly paper that fulfills the requirements for the comprehensive exam.

A minor in Christian educational ministries requires at least 18 credit hours including CED 100, 262, 351, 352, 371 and BIB 272. Two semesters of experience in departmentally approved ministry are required for the minor.

### **Christian Educational Ministries/Systems**

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The bachelor of science degree with a major in Christian educational ministries/systems consists of the 49-50 hour major requirement and curriculum requirements in systems analysis including COS 120, 240 or 250, IAS 330, MAT 151, 382, MAT 210 or 352, SYS 200, 390, 392, 394, 401 or 402, CED 393 (3-4 hours); three additional systems elective hours from COS 310, 320, 382, MAT 230, 240, 372, 392, 412, 431, SYS 310, 401, 402. Courses selected for the three additional hours must be in addition to those required elsewhere in the major or systems. All systems curriculum courses must be completed with a grade of C- or



better. Candidates for a major in Christian educational ministries/systems must earn at least a C- in BIB 110, 210, REL 313, and PHI 413. Seniors will write a scholarly paper that fulfills the requirements for the comprehensive exam.

### **Philosophy**

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The purpose of a major in philosophy is to provide students with a basic understanding in the main areas of philosophical inquiry, thereby furthering their skills in reasoning, oral and written expression, and the formulation of an informed Christian world view.

The bachelor of arts degree with a major in philosophy requires at least 30 hours of credit including PHI 201, 202, 203, 413, 452; 15 hours from PHI 110, 262, 322, 323, 342, 355, 371, 432, 445. POS 361 and 362 may also count toward the major. Seniors will write a scholarly paper that fulfills the requirements for the comprehensive exam.

A minor in philosophy requires 16 hours of credit including the required courses PHI 201, 202 or 203, 413, and seven hours of PHI electives. POS 361 and 362 may also count as electives for the minor.

### **Philosophy/Systems**

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The bachelor of science degree with a major in philosophy/ systems consists of the 30 hour major and curriculum requirements in systems analysis including COS 120, 240 or 250, IAS 330, MAT 151, 382, MAT 210 or 352, SYS 200, 390, 392, 394, 401 or 402, PHI 393 (3-4 hours); three additional systems elective hours from COS 310, 320, 382, MAT 230, 240, 372, 392, 412, 431, SYS 310, 401, 402. Courses selected for the three additional hours must be in addition to those required elsewhere in the major or systems. All systems curriculum courses must be completed with a C- or better. Seniors will write a scholarly paper that fulfills the requirements for the comprehensive exam.

### **Religious Studies**

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Courses in religious studies help students complete a minor in intercultural studies/missions or a certificate in missions, serve as departmental electives, or meet general education requirements (REL 313 only).

### **Intercultural Studies/Missions Minor**

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The purpose of a minor in intercultural studies/missions is to prepare students for effective and committed service in cross-cultural ministry or missions mobilization. This minor is available to students in any baccalaureate major program. Students are required to complete 20 hours including BIB 330, REL 311, 391, 432, PHI 322 or 323, and SOC 200. In addition, the student must complete a cross-cultural experience that may or may not be for credit. Suggestions include involvement in Taylor World Outreach/Lighthouse, a semester abroad, Christian Center for Urban Studies, and REL 393 practicum. Approval is to be secured in advance from the department through the program director. The final course must enhance the purpose for selecting the minor program and may be selected from a number of course offerings throughout the university. This course must be approved by the



## ACADEMIC PROGRAMS

program director. Previous selections have included courses in mass communication/journalism, environmental science, biblical literature, linguistics, or history and geography of a particular region.

## Youth Ministry Minor

The minor in youth ministry is an academic program for students from various baccalaureate majors interested in developing their skills in ministering to youth. This program also provides Christian educational ministries majors with an optional area of specialization in youth ministry. The minor in youth ministry helps prepare graduates for ministries such as InterVarsity, Campus Crusade, Young Life, and Youth for Christ. In addition, the minor may be earned in combination with any major as an ideal way for students to integrate career and ministry goals. Students majoring in biblical literature, Christian educational ministries, or philosophy who plan to work with youth may strengthen their credentials by adding the minor. The student must complete 18-19 hours including the following courses: CED 100, 221, 312, 322, 393 (2 hours), BIB 272, and PSY 250 or 340. Students majoring in Christian educational ministries and minoring in youth ministry must complete both PSY 250 and 340 or complete a second 3-hour practicum.

## Certificate in Missions

The BSCEP department awards a Certificate in Missions to students in any baccalaureate major program. Students are required to complete 14 hours including BIB 330, REL 311, 391, 432, PHI 322 or 323. In addition, the student must complete a cross-cultural experience that may or may not be for credit. Suggestions include involvement in Taylor World Outreach/Lighthouse, a semester abroad, Christian Center for Urban Studies, and REL 393 practicum. Approval is to be secured in advance from the department through the program director. The final course must enhance the purpose for selecting the minor program and may be selected from a number of course offerings throughout the university. This course must be approved by the program director. Students desiring to work for the Missions Certificate must complete an application, which is available through the program director or the BSCEP program assistant. The student will be responsible for demonstrating his or her completion of the certificate requirements by submitting a completed application along with a copy of his or her transcript to the program director no less than thirty days prior to graduation. Work in progress will be accepted. This certificate is awarded by the department and does not include a transcript entry.

## ***Biblical Literature Courses***

**BIB 103** **3 hours**  
**Introduction to Holy Land Studies**

A study of the biblical background and contemporary significance of Israel. Taught in Israel during January. This course may count for either BIB 110, 210, or a departmental elective. *Offered January interterm.*

**BIB 110/310** 3 hours

**Biblical Literature I**

A course that has as its primary content the Old Testament with special attention given to the law, the prophets, and the history of Israel. BIB 310 is designed primarily for transfer students and has additional requirements. *Meets general education requirement.*

**BIB 170/370** 1-4 hours

**Selected Topics**

**BIB 210** 3 hours

**Biblical Literature II**

A course that includes a foundation in New Testament study with focus on Jesus Christ as portrayed in the Gospels and Epistles. Also included is a series of explorations into the relevancy of Christ to modern life. *Meets general education requirement. Prerequisite: BIB 110/310.*

**BIB 272** 3 hours

**Inductive Study of the Bible**

Specific methods are taught to enable students to understand the propositions of the biblical text, relate those propositions to one another, and ask questions of the text in order to discover what the biblical writers meant to convey through their writings. This course incorporates the departmental computer competency requirements for biblical literature and Christian education majors. *Prerequisites: BIB 110/310 and 210.*

**BIB 320** 3 hours

**Pentateuch**

Emphasizes the historical narrative and the content of the Law of God. Special attention is given to the Genesis account of the origin of the cosmos, man, sin, and salvation. The authorship of the Pentateuch is considered. *Prerequisite: BIB 110/310. Offered spring semesters.*

**BIB 330** 3 hours

**Acts and the Early Church**

A historical study with particular attention given to the missionary expansion of the early church, the work of the Holy Spirit, and the place of the church in the world. *Prerequisite: BIB 210. Offered spring semesters.*

**BIB 331** 3 hours

**Pauline Epistles**

Attention is given to the life, ministry, and writings of Paul. The doctrinal, pastoral, and personal epistles of Paul are studied with reference to their geographical and historical settings, the organization of the Apostolic Church, and the development of Christian doctrine. Careful exegesis is made of selected portions of each epistle. *Prerequisite: BIB 210. Offered fall semesters.*

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### **BIB 332** 3 hours

#### **Hebrews and General Epistles**

A study of the non-Pauline epistles with attention to their authorship, historical place in the canon, and doctrinal uniqueness. The contents of each book are analyzed, and problem texts are treated. *Prerequisite: BIB 210. Offered spring semester of odd years.*

### **BIB 340** 3 hours

#### **Hebrew Prophets**

Selected major and minor prophetic works of the Old Testament are considered with special emphasis given to the historical background, Messianic message, and content together with specific theological concepts and teachings that are pertinent to modern times. *Prerequisite: BIB 110/310. Offered fall semesters.*

### **BIB 341** 3 hours

#### **The Gospels**

Stresses the life and teaching of Jesus as set forth in the Synoptic Gospels and John. Attention is given to the literary and theological characteristics of each individual gospel and to the development of gospel criticism. The primary focus, however, is on the words and works of Jesus Christ and their significance for Christians today. *Prerequisite: BIB 210. Offered fall semesters.*

### **BIB 350** 3 hours

#### **Poetic and Wisdom Literature**

Hebrew poetry and wisdom as presented in the books of Job, Psalms, Proverbs, Ecclesiastes, Lamentations, and the Song of Solomon. *Prerequisite: BIB 110/310. Offered fall semesters.*

### **BIB 360** 1-4 hours

#### **Independent Study**

### **BIB 362** 3 hours

#### **Jewish Literature of the Second Temple Period**

The development of Judaism beginning with the Ezra literature through the Bar Kochba revolt. *Prerequisite: BIB 110/310. Offered spring semester of even years.*

### **BIB 393** 1-4 hours

#### **Practicum**

### **BIB 420** 3 hours

#### **Apocalyptic Literature of the Bible**

Examines the historical and theological dimensions of Old Testament, New Testament, and second Temple period apocalypticism. Special attention is given to apocalyptic thought in Daniel, the gospels, and Revelation. *Prerequisite: BIB 210. Offered spring semester of even years.*

## ACADEMIC PROGRAMS

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### **BIB 452** 3 hours

#### **Old Testament Historical Literature**

Selected historical books in the Old Testament are considered with particular emphasis given to the authorship, historical theory, and theological content of these books. *Prerequisite: BIB 110/310. Offered spring semester of odd years.*

### **BIB 462** 3 hours

#### **Biblical Theology**

A study of the Bible and its central message and meaning. The Bible is viewed as recording a special kind of history revealing God's will and purpose and giving essential meaning to all human life and destiny. This course is normally taken during the senior year. *Prerequisite: BIB 272.*

### **BIB 480** 3 hours

#### **Seminar in Biblical Literature**

A research course focusing on key exegetical, historical, and theological issues crucial to a proper understanding of the biblical literature. This course meets university requirements for senior comprehensive exams for biblical literature majors. *Prerequisites: BIB 272, 320, and 341. Offered spring semesters.*

### **BIB 490** 1-2 hours

#### **Honors**

### **Christian Educational Ministries Courses**

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### **CED 100** 3 hours

#### **Introduction to Christian Educational Ministries**

A course that focuses on the purpose and scope of Christian educational ministries and the types of ministries available to majors. *Prerequisite for all other CED courses except CED 221, 312, 322, 392.*

### **CED 170/370** 1-4 hours

#### **Selected Topics**

### **CED 221** 3 hours

#### **Ministry to Youth**

A general study of the various programs used to meet the needs of junior high and senior high youth through church and parachurch ministries. *Offered January interterm.*

### **CED 232** 3 hours

#### **Historical and Theological Foundations for Christian Educational Ministries**

A course focusing on the biblical, theological, historical, and philosophical foundations for Christian educational ministry. *Prerequisite: CED 100. Offered fall semesters.*



## ACADEMIC PROGRAMS

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### **CED 242**

**3 hours**

#### **Psychological and Education Foundations for Christian Educational Ministries.**

A course focusing on theories of human development and learning as well as educational theory. Applications for ministry settings are explored. *Offered spring semesters.*

### **CED 262**

**3 hours**

#### **Personal Foundations for Ministry**

Students' capacity for ministry is enhanced in this course by facilitating personal growth and development. Emphasis is given to the ways theological truths address life issues. *Prerequisite: CED 100.*

### **CED 300**

**3 hours**

#### **Cross-Cultural Christian Education**

Stresses principles of cross-cultural communication, evangelism, teaching, and leadership development involving a field experience of ministering in another culture. *Offered summers.*

### **CED 312**

**2 hours**

#### **Evangelism in Youth Ministry**

An intensive study of the various theories and approaches used to prepare junior high and senior high youth to become Christians. *Offered spring semesters.*

### **CED 322**

**2 hours**

#### **Discipleship in Youth Ministry**

An intensive study of the theories and approaches used to help junior high and senior high youth to grow and develop in their faith. *Offered fall semesters.*

### **CED 351**

**3 hours**

#### **Teaching and Learning Strategies**

A practical course designed to help the student teach the Bible more effectively by the use of educational strategies. A teaching lab and supervision are included, and competency in the use of instructional media is required. *Prerequisites: CED 100 and BIB 272. Offered fall semesters.*

### **CED 352**

**3 hours**

#### **Program and Curriculum Development**

A course that focuses on the development of educational programs within church and parachurch ministries. Emphasis is on published curricula and the development of curricular writing skills. *Prerequisite: CED 351. Offered spring semesters.*

### **CED 360**

**1-4 hours**

#### **Independent Study**

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### **CED 371** 3 hours

#### **Leadership Development**

A course designed to facilitate the development of the students' skills in leadership, organization, and management related to specific ministry situations. *Prerequisite: CED 100. Offered fall semesters.*

### **CED 392** 3 hours

#### **Urban Ministry**

Stresses principles of ministering within an urban context involving a field experience. *Offered January interterm.*

### **CED 393** 2-4 hours

#### **Christian Educational Ministries Practicum**

A practical, supervised involvement in ministry, preferably after a student's junior year. Majors must enroll for 3-4 hours. Youth ministry minor requires 2-4 hours. *Offered summers.*

### **CED 421** 3 hours

#### **Philosophy and Strategies for Christian Educational Ministries**

A research course designed to help students articulate their philosophy of ministry within a particular age group or ministry context. Attention is given to critical areas of need within Christian education. This course meets university requirements for senior comprehensive exams for Christian education majors. Graduating CED majors only. *Offered spring semesters.*

### **CED 490** 1-2 hours

#### **Honors**

### **CED 493** 3 hours

#### **Christian Educational Ministries Senior Capstone**

This integrative course exposes students to models of ministry and vocational direction through research and participative observation and experiences. This course introduces the method for the final philosophy of ministry comprehensive paper. A substantive exposure trip is part of the course structure. *Offered January interterm.*

### **Greek and Hebrew Courses**

### **GRK 201** 4 hours

#### **Elementary New Testament Greek**

A study of the fundamental principles of New Testament (Koine) Greek grammar. Emphasis is placed on the mastery of forms, memorization of vocabulary, and translation of sentences from Greek to English. *Offered fall semesters.*

## ACADEMIC PROGRAMS

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### **GRK 202** 4 hours

#### **Elementary New Testament Greek**

A continuation of the study of the fundamental principles of New Testament (Koine) Greek grammar. John's First Epistle is translated during the last half of the semester. *Prerequisite: GRK 201. Offered spring semesters.*

### **GRK 301** 3 hours

#### **Greek Grammar and Syntax**

An intermediate Koine Greek grammar course that places special emphasis on the more exegetically significant details of Greek grammar and syntax by reading and analyzing selected portions of the Greek New Testament. *Prerequisite: GRK 202. Offered fall semesters.*

### **GRK 302** 3 hours

#### **Exegesis of the Greek New Testament**

An introduction to the procedure and practice of Greek exegesis. Emphasis is placed on the "how-to's" of doing textual criticism, word studies, outlining the argument of a passage, validating exegetical decisions, and the proper use of exegetical tools. *Prerequisite: GRK 301. Offered spring semesters.*

### **GRK 401** 3 hours

#### **Advanced Exegesis of the Greek New Testament**

An extension of skills developed in GRK 301 and 302. *Offered by arrangement with the instructor.*

### **GRK 450** 3 hours

#### **Seminar in Biblical Languages**

Stresses translation and exegesis of Greek and Hebrew texts. Special issues such as the New Testament's use of the Old Testament are considered. *Prerequisites: GRK 302, HEB 301. Offered spring semesters.*

### **HEB 201** 3 hours

#### **Elementary Old Testament Hebrew**

A study of the fundamental principles of Old Testament Hebrew. Emphasis is placed on the mastery of forms, memorization of vocabulary, and translation skills with a focus on the basic forms of the verb (sometimes called "Qal" stem). Selections from Ruth are translated during the second half of the course. *Offered fall semesters.*

### **HEB 301** 3 hours

#### **Hebrew Exegesis**

Stresses exegesis of Old Testament Hebrew narrative and poetry. Texts from the law, prophets, and writings are translated. Textual criticism is introduced. *Prerequisite: HEB 201. Offered spring semesters*

<i>Philosophy Courses</i>	
PHIL 101	Introduction to Philosophy
PHIL 102	Logic and Critical Thinking
PHIL 103	History of Philosophy
PHIL 104	Philosophy of Science
PHIL 105	Philosophy of Language
PHIL 106	Philosophy of Mind
PHIL 107	Philosophy of Law
PHIL 108	Philosophy of Religion
PHIL 109	Philosophy of Education
PHIL 110	Philosophy of Art
PHIL 111	Philosophy of Music
PHIL 112	Philosophy of Literature
PHIL 113	Philosophy of Film
PHIL 114	Philosophy of Television
PHIL 115	Philosophy of Internet
PHIL 116	Philosophy of Social Media
PHIL 117	Philosophy of Globalization
PHIL 118	Philosophy of Technology
PHIL 119	Philosophy of Environment
PHIL 120	Philosophy of Health
PHIL 121	Philosophy of Life
PHIL 122	Philosophy of Death
PHIL 123	Philosophy of Love
PHIL 124	Philosophy of Friendship
PHIL 125	Philosophy of Family
PHIL 126	Philosophy of Community
PHIL 127	Philosophy of Society
PHIL 128	Philosophy of Culture
PHIL 129	Philosophy of Values
PHIL 130	Philosophy of Virtues
PHIL 131	Philosophy of Vices
PHIL 132	Philosophy of Happiness
PHIL 133	Philosophy of Well-being
PHIL 134	Philosophy of Freedom
PHIL 135	Philosophy of Equality
PHIL 136	Philosophy of Justice
PHIL 137	Philosophy of Rights
PHIL 138	Philosophy of Duties
PHIL 139	Philosophy of Obligations
PHIL 140	Philosophy of Laws
PHIL 141	Philosophy of Morals
PHIL 142	Philosophy of Ethics
PHIL 143	Philosophy of Politics
PHIL 144	Philosophy of Economics
PHIL 145	Philosophy of History
PHIL 146	Philosophy of Geography
PHIL 147	Philosophy of Time
PHIL 148	Philosophy of Space
PHIL 149	Philosophy of Matter
PHIL 150	Philosophy of Energy
PHIL 151	Philosophy of Life
PHIL 152	Philosophy of Mind
PHIL 153	Philosophy of Soul
PHIL 154	Philosophy of Spirit
PHIL 155	Philosophy of Intellect
PHIL 156	Philosophy of Reason
PHIL 157	Philosophy of Will
PHIL 158	Philosophy of Passion
PHIL 159	Philosophy of Emotion
PHIL 160	Philosophy of Intellect
PHIL 161	Philosophy of Reason
PHIL 162	Philosophy of Will
PHIL 163	Philosophy of Passion
PHIL 164	Philosophy of Emotion
PHIL 165	Philosophy of Intellect
PHIL 166	Philosophy of Reason
PHIL 167	Philosophy of Will
PHIL 168	Philosophy of Passion
PHIL 169	Philosophy of Emotion
PHIL 170	Philosophy of Intellect
PHIL 171	Philosophy of Reason
PHIL 172	Philosophy of Will
PHIL 173	Philosophy of Passion
PHIL 174	Philosophy of Emotion
PHIL 175	Philosophy of Intellect
PHIL 176	Philosophy of Reason
PHIL 177	Philosophy of Will
PHIL 178	Philosophy of Passion
PHIL 179	Philosophy of Emotion
PHIL 180	Philosophy of Intellect
PHIL 181	Philosophy of Reason
PHIL 182	Philosophy of Will
PHIL 183	Philosophy of Passion
PHIL 184	Philosophy of Emotion
PHIL 185	Philosophy of Intellect
PHIL 186	Philosophy of Reason
PHIL 187	Philosophy of Will
PHIL 188	Philosophy of Passion
PHIL 189	Philosophy of Emotion
PHIL 190	Philosophy of Intellect
PHIL 191	Philosophy of Reason
PHIL 192	Philosophy of Will
PHIL 193	Philosophy of Passion
PHIL 194	Philosophy of Emotion
PHIL 195	Philosophy of Intellect
PHIL 196	Philosophy of Reason
PHIL 197	Philosophy of Will
PHIL 198	Philosophy of Passion
PHIL 199	Philosophy of Emotion



## ACADEMIC PROGRAMS

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**PHI 355** 3 hours

**Metaphysics**

A study of such issues as the nature of existence, identity, essences, causality, freedom, and space and time. *Prerequisite: One other course in philosophy or consent of the instructor. Offered fall semesters of odd years.*

**PHI 360** 1-4 hours

**Independent Study**

**PHI 371** 3 hours

**Principles of Ethics**

A survey of the theoretical foundations of ethics such as the distinction between absolutist and relativistic views, the nature of justice, and the need for rules. Readings from classical and modern authors are included. *Offered fall semesters (odd years).*

**PHI 393** 1-4 hours

**Practicum**

**PHI 413** 3 hours

**Contemporary Christian Belief**

The integration of Christian thought with contemporary ideas. An introduction to Christian apologetics. *Meets general education requirement and is required of all students. Prerequisite: REL 313.*

**PHI 432** 3 hours

**Epistemology**

Contemporary theories on the nature and limits of knowledge and the justification of beliefs. *Prerequisite: PHI 202 or PHI 203. Offered fall semester of even years.*

**PHI 445** 3 hours

**Philosophy of Mind**

A study of philosophical theories of consciousness, perception, and intelligence, with special attention to contemporary research. *Prerequisite: One other course in philosophy or consent of the instructor. Offered fall semesters of even years.*

**PHI 452** 3 hours

**Philosophy of Religion**

A study of the major issues in the philosophy of religion including religious experience, theism, religious language, and the problem of evil. *Prerequisite: PHI 202 or PHI 203. Offered spring semesters.*

**PHI 490** 1-2 hours

**Honors**

## ACADEMIC PROGRAMS

### *Religion Courses*

**REL 170/370** 1-4 hours

**Selected Topics**

**REL 311** 3 hours

**Foundations of Christian World Mission**

A study of the biblical, theological, and historical foundations of Christian mission strategy. *Offered fall semesters.*

**REL 313** 3 hours

**Historic Christian Belief**

A survey of Christian belief as developed during the history of the church. *May not be counted towards BIB, CED, or PHI majors or minors. Meets general education requirement and is required of all students. Prerequisites: BIB 110/310 and 210.*

**REL 360** 1-4 hours

**Independent Study**

**REL 391** 3 hours

**Preparation and Strategy for Christian World Mission**

An introduction to the personal and ministry issues relevant to missionary life and service. Trends and models of cross-cultural ministry are explored. Attention is given to knowledge, skills, and attitudes essential for cross-cultural adaptation. *Offered spring semesters.*

**REL 393** 1-4 hours

**Practicum**

**REL 432** 2 hours

**World Mission Area Studies**

A research seminar designed for students to explore mission opportunities in an area of the world that interests them. The geography, people, history, economics, culture, government, language, and religion of an area and mission strategies appropriate to the region are considered. *Offered spring semesters.*

**REL 490** 1-2 hours

**Honors**

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## **Biology**

**Chair, Professor J. Moore; Professors Burkholder, Rothrock, Whipple;  
Associate Professors J. Reber, Regier**

The purpose of Taylor University's Department of Biology is to prepare Christian men and women for service to a world in need. This goal is met through offering the breadth and quality of critically relevant course work necessary to prepare undergraduate biology majors for graduate and professional programs in the

## ACADEMIC PROGRAMS

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biological sciences; presenting the essentials of modern, dynamic biology to students as part of the university's general education curriculum; and continuing professional development of faculty as both scholars and scientists and to function as role models for students. The biology faculty acknowledges the need to integrate faith and learning including the continuing exploration of the ethical implications in the application of modern biological science to the problems facing humankind today.

Majors are required to pass the biology subject test of the Graduate Record Exam (GRE) in the fall semester of their senior year to fulfill the senior comprehensive examination.

### **Biology**

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The bachelor of arts degree with a major in biology requires two years of one foreign language and 51-53 hours in the major including BIO 101, 103, 104, 203, 493, ENS 204; six hours in the summer field program from BIO 302, 304, 305, 313, 323, 342, 370, 393 (2-4 hours), and 450; 15 elective hours from BIO 243, 244, 245, 301, 307, 312, 322, 331, 360, 370, 432, 441, 450, 452, 462, 471, 472, 490 (1-2 hours), ENS 231, 475, CHE 411. A minimum of 32 hours in the major must be from courses other than BIO 360, 393 (2-4 hours), 450 and 490. Also required, but not counted in the major GPA, are 8-10 hours including CHE 201 and 202 or 211 and 212. The following courses are strongly recommended: CHE 311, 312, PHY 203 and 204 or 211 and 212, NAS 480.

The bachelor of science degree with a major in biology consists of 71-78 major hours including BIO 101, 103, 104, 203, 393 (2-4 hours) or 450 (2-4 hours), 493, ENS 204; four or six hours from BIO 302, 304, 305, 313, 322, 323, 342, 370; one course from BIO 312, 462, 471; one course from BIO 331, 432, 441, 452; one course from BIO 301, 307, ENS 475; one 300/400 level biology course or CHE 411. Also required by not counted in the major GPA are CHE 211, 212, 311, 312, MAT 151 (or higher), PHY 203 and 204 or PHY 211 and 212. A minimum of 33 hours in the major must be from courses other than BIO 360, 393, 450, 490 and CHE 411.

A minor in biology requires 26-29 hours including three courses from BIO 101, 103, 104, 203, ENS 204; CHE 201 or 211; MAT 210; eight hours of upper division (300/400 level) biology courses.

### **Biology/Premedicine Preprofessional Concentration**

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The bachelor of arts degree with a major in biology and a pre-professional concentration in pre-medicine requires two years of one foreign language and 68-78 hours in the major including BIO 101, 103, 104, 203, 393 (2-4 hours), 493, ENS 204; four elective courses from BIO 312, 331, 432, 452, 462, 472 and CHE 411; three to four hours of biology electives. Also required, but not counted in the major GPA, are 32 hours including CHE 201 and 202 or 211 and 212, 311, 312; PHY 203 and 204 or 211 and 212; one math course from MAT 140 or 151. ENS 231 will also count toward the biology elective hours.

## ACADEMIC PROGRAMS

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The bachelor of science degree with a major in biology consists of 74-82 major hours including BIO 101, 103, 104, 203, 393 (2-4 hours), 493, ENS 204; four or six hours from BIO 302, 304, 313, 322, 323, 342, 370; one course from BIO 312, 462, 471; one course from BIO 331, 432, 452; one course from BIO 301, 307, ENS 475; select two courses (not previously used in the major) from BIO 312, 331, 432, 452, 462, 472, CHE 411. Also required by not counted in the major GPA are CHE 211, 212, 311, 312, MAT 151 or 210, PHY 203 and 204 or PHY 211 and 212.

Students are required to make formal application to the pre-medicine program in the spring semester of their sophomore year or after completion of 45 hours of course work. Students must have completed four of the five biology core courses, one year of chemistry, the math requirement, and have a cumulative GPA of 3.30.

Students interested in the pre-medicine curriculum should purchase a copy of the Pre-medicine Program Student Handbook sold in the Taylor University Bookstore. They should also go to the circulation desk in the Zondervan Library and check out the catalog on medical school admissions requirements sometime during their sophomore year. Meeting the specific entrance requirements of the medical school(s) chosen is important. Maintaining at least a 3.6 GPA and scoring well on the MCAT test (usually taken in the spring of the junior year) are common prerequisites for acceptance to a medical school. Help is available toward preparing for the MCAT examinations.

### **Biology Science Education**

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The bachelors of science degree in biology science education requires 87-97 hours of professional education courses, required science courses, and biology core and elective courses. Students who desire licensure in biology science education must complete the following requirements: (Detailed curriculum guides are available from the education and biology departments.)

Professional Education (28-31 hours): EDU 150, 260, 312, 320, 332, 410, and 431. EDU 410 and 431 must be taken concurrently. EDU 332 is only required for those seeking licensure in junior high/middle school.

Required Science Courses (16-20 hours): CHE 201 and 202 or CHE 211 and 212; one course from PHY 203, 211; one course from PHY 204, 212, ENS 241, 242, GEO 240.

Biology Core Courses (22 hours): BIO 101, 103, 104, 203, 493, ENS 204.

Biology Electives (21-24 hours): Select four hours of field courses from BIO 302, 304, 305, 313, 322, 323, 342; select four hours of cell and molecular courses from BIO 312, 432, 462, 471; select four hours of organismal biology courses from BIO 244, 245, 331, 441, 452; select four hours of ecological and population biology courses from BIO 301, 307, ENS 475; select any previous area not taken or four hours from a 300/400 level biology course or BIO 472 or ENS 231; select one biology experience course from BIO 393 (2-4 hours) or 450 (2-4 hours).



## ACADEMIC PROGRAMS

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### Biology/Systems

The bachelor of science degree with a major in biology/systems consists of the 51-53 hour bachelor of arts major and curriculum requirements in systems analysis including COS 120, 240 or 250, IAS 330, MAT 151, 382, 210 or 352, SYS 200, 390, 392, 394, 401 or 402, BIO 393 (3-4 hours); an additional three hours of systems elective courses from COS 310, 320, 382, MAT 230, 240, 372, 392, 412, 431, SYS 310, 401, 402. Courses selected for the three additional hours must be in addition to those required elsewhere in the major or systems. All systems curriculum courses must be completed with a grade of C- or better.

### Environmental Biology

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The biology department, in cooperation with the earth and environmental science department, offers an environmental biology major for students with career goals in ecosystem analysis, environmental planning and resource management, human ecology, outdoor education, forestry, fisheries and wildlife sciences, parks and recreation, or resource development. Interested students should refer to the earth and environmental science department for program requirements.

### AuSable Institute of Environmental Studies

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Taylor University is affiliated with the AuSable Institute of Environmental Studies (AIES) in Mancelona, Michigan. Taylor students may take summer courses for credit at AuSable. Detailed information is available from the AIES representative of the biology department.

### Biology Courses

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#### BIO 100

5 hours

##### General Biology

Concepts, principles and the science of biology are studied to provide students with the basics of biology to that assists the student to meet the obligations of an informed citizen. Four hours of lecture and two hours of laboratory per week. The spring semester of General Biology is intended for elementary education majors as a content course that emphasizes instructional methodologies in science. *Meets general education life science requirement, but is not available to biology majors.*

#### BIO 101

4 hours

##### Principles of Cell Biology

A majors core course: Study of generalized subcellular structures and metabolism emphasizing dependence of function on structure, principles of organization, and capture and utilization of energy. Three hours of lecture and two hours of laboratory per week. *Meets general education life science requirement.*

#### BIO 103

3 hours

##### Introductory Plant Biology

A majors core course: Introduction to plants taxonomy, physiology and ecology. Monerans, algae, and fungi are introduced as well. The structure, growth, and development of the flowering plant body are emphasized. Two hours of lecture and two hours of laboratory per week. *Meets general education life science requirement.*

**BIO 104** 3 hours

**Introductory Animal Biology**

A majors core course: A taxonomic survey of the major phyla in the animal kingdom. Classification, characteristics, representative forms, and relations to man are considered. Invertebrates are emphasized. Two hours of lecture and three hours of laboratory per week. *Meets general education life science requirement.*

**BIO 170/370** 1-4 hours

**Selected Topics**

**BIO 200** 4 hours

**Human Nutrition**

A study of human nutrition dealing with human consumption and utilization of food. An understanding of the basic roles of nutrients in the body creates an appreciation of the continuity of the life cycle with its changing nutritional needs. Three hours of lecture and two hours of laboratory per week. *Prerequisite: CHE 100 or permission of instructor. Meets general education life science requirement, but is not available to biology majors.*

**BIO 203** 4 hours

**Principles of Genetics**

A majors core course: Fundamental principles of Mendelian inheritance as they apply to living organisms are examined. Population genetics is studied as well as natural selection and the concepts of evolution and creation. Three hours of lecture and two hours of laboratory per week. *Does not normally satisfy general education science requirement.*

**BIO 243** 5 hours

**Human Anatomy and Physiology**

A survey of the structure and function of the human organism. Biochemical composition, cellular structure, and tissue levels of organization and all the major systems are covered. Four hours of lecture and two hours of lab. *Meets general education life science requirement. Offered summers only.*

**BIO 244** 4 hours

**Human Anatomy and Physiology I**

The first of a two-course survey covering the structure and function of the human body. Biochemical composition, cellular structure, and tissue levels of organization, along with the integument, skeletal, muscular, and nervous systems are covered. Three hours of lecture and two hours of lab per week. *Meets general education life science requirement. Offered fall semesters.*

**BIO 245** 4 hours

**Human Anatomy and Physiology II**

The second of a two-course survey covering the structure and function of the human body. The endocrine, cardiovascular, respiratory, digestive, urinary, and reproductive systems are covered. Three hours of lecture and two hours of lab per week. *Offered spring semesters.*

## ACADEMIC PROGRAMS

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### **BIO 301** 4 hours

#### **Taxonomy of Vascular Plants**

Identification, classification, and systematics of vascular plants are studied. Topics include basic population genetics, the process of speciation, phylogeny reconstruction, and molecular patterns of diversification. Laboratory emphasis is on local flora, plant family characteristics, and modern systematic techniques. Two hours of lecture and four hours of laboratory per week. *Prerequisite: BIO 103. BIO 203 is recommended. Offered fall semesters.*

### **BIO 302** 3 hours

#### **Limnology**

Field Course: Field study of lakes and other freshwater systems with applications to planning and management. Includes an introduction to limnology and investigation of representative lakes, streams, and wetlands of the region and compares the North American Great Lakes with the other great lakes of the world and their stewardship. *Prerequisites: one year of BIO 103, 104 and CHE 201 or 211. Offered summers at AIES.*

### **BIO 304** 4 hours

#### **Field Studies in Natural History**

Field Course: Introduction to basic field and lab methods used in field natural history. Includes basic nomenclature of spring flora and fauna in terrestrial as well as aquatic systems. Provides an overview of the history and philosophy of natural history through the writings of naturalists such as Aldo Leopold, Conrad Lorenz, John Muir, and N. Tinbergen. *Prerequisites: BIO 103, 104, ENS 204, or permission of instructor. Offered summers.*

### **BIO 305** 4 hours

#### **Natural History of the Rocky Mountains**

Field Course: Natural History of the Rocky Mountains is a field study course of the ecology and natural history of the Rocky Mountains. Students study the varied life zones, geology, climatic, and soil interactions of the Sonoran Desert, Grand Canyon, Great Basin Desert, Great Salt Lake, Yellowstone, Grand Teton National Park, Pawnee Prairie, and Rocky Mountain National Park. Students will gain appreciation of God's creation. Course is offered during the summers. *Prerequisites: Completion of the biology core courses before enrolling or permission of the professor. Offered summers.*

### **BIO 307** 4 hours

#### **Vertebrate Natural History**

This course looks at the adaptive anatomy, feeding relationships, behavior, life history, and geographical distribution of vertebrates from fishes to mammals. Labs focus on methods currently employed for study and observation of vertebrates in the field and involve several outdoor sessions. Three hours of lecture and three hours of lab per week. *Prerequisites: BIO 104 or permission of the instructor. ENS 204 is recommended. Offered spring semesters.*

**BIO 312** 4 hours**Cellular and Molecular Biology**

Analysis of the eukaryotic cell with regard to its physiological and biochemical characteristics, including bioenergetics, protein kinesis, cell communication, cell-division cycle, cell junctions and histology, cancer, and the adaptive immune system. Three hours lecture, one three-hour laboratory per week. *Prerequisites: BIO 101 and 203. Two courses in chemistry (organic recommended).*

**BIO 313** 3 hours**Insect Biology and Ecology**

Field Course: A study of insect taxonomy, ecology, life histories, and economic importance. Special attention is given to environmental stewardship issues including use of insecticides, biological control, integrated pest management, and impact of cultivation on formation of pest faunas. Field methods are stressed. *Prerequisites: BIO 101, 104. Offered summers at AIES.*

**BIO 322** 3 hours**Ornithology**

Field Course: Biology, behavior, ecology, and identification of birds. Work is primarily conducted in the field and covers the major habitats of northern lower Michigan, including wetlands, lakes, rivers, forests, dunes, and open field communities. Emphasis is placed on identification of the spring bird fauna of northern lower Michigan by sight and by call. *Prerequisite: One course in introductory biology and animal biology. Offered summer at AIES.*

**BIO 323** 3 hours**Aquatic Biology**

Field Course: Collection, identification, and ecological position of fresh-water organisms. Taxonomic skills are developed. *Prerequisites: BIO 103, 104, and ENS 204. Offered summers at AIES.*

**BIO 331** 4 hours**Comparative Anatomy**

Classification, characteristics, and comparison of typical chordate animals with emphasis on the vertebrates. Lab contains detailed dissection of representative vertebrates. Three hours of lecture and three hours laboratory per week. *Prerequisite: BIO 104 or permission of instructor. Offered fall semesters.*

**BIO 342** 3 hours**Fish Biology and Ecology**

Field Course: Identification, ecology, exploitation, and stewardship of fishes and their habitats. Field studies include noncommercial and commercial fisheries in the Great Lakes region, ecological dynamics of fisheries, exploitation and population ecology, fishing techniques, and fishing rights and regulation. *Prerequisites: BIO 101, 104, and ENS 204. Offered summers at AIES.*

**BIO 360** 1-4 hours**Independent Study**



## ACADEMIC PROGRAMS

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**BIO 393** 1-4 hours  
**Practicum**

**BIO 432** 4 hours  
**Developmental Biology**

A study of development at the molecular, cellular, and organismal levels. The lecture sessions focus on current concepts in developmental biology, and the lab is classical vertebrate embryology (frogs, chick, pig). Three hours of lecture and three hours of laboratory per week. *Prerequisites: BIO 101 and 104.*

**BIO 441** 4 hours  
**Environmental Physiology**

An introduction to the physiology of cells and tissues with emphasis on responses to environmental challenges. Topics include cell structure, protein synthesis and enzymes, water balance, transport, mineral nutrition, metabolism including photosynthesis, and responses to environmental cues stresses. Three hours of lecture and three hours of laboratory per week. *Prerequisites: BIO 103, CHE 201 and 202 or CHE 211 and 212. Offered spring semesters.*

**BIO 450** 1-4 hours  
**Directed Research**

**BIO 452** 4 hours  
**Animal Physiology**

A study of the physiological nature of living organisms with special consideration of the functions of vertebrate organ systems. Practical experience is given in working with live animals and the instrumentation used to examine the functional processes of various systems. Three hours of lecture and three hours of laboratory per week. *Prerequisites: BIO 331 CHE 201 and 202 or CHE 211 and 212. Offered spring semesters.*

**BIO 462** 4 hours  
**Molecular Genetics**

The current understanding of what a gene is, how it functions, and how it is regulated, particularly from a molecular perspective, is the essence of this course. Viral, prokaryotic, and eukaryotic systems are studied. Current scientific literature as well as a published textbook serves as sources. Three hours lecture and one four-hour laboratory per week. *Prerequisites: BIO 101 and 203; two courses in chemistry. BIO 371 is recommended.*

**BIO 471** 4 hours  
**Microbiology and Immunology**

An introduction to general microbiology and to the human immune response. Included are microbial growth and control, diversity and taxonomy, the ecological role of microorganisms, and medical microbiology. The laboratory provides basic bacterial culture techniques, including the identification of unknowns. Three hours of lecture and three hours of laboratory per week. *Prerequisite: BIO 101, BIO 203 and two courses in chemistry are recommended.*

**BIO 472****3 hours****Histology**

The study of minute structure, composition, and function of tissue. Lectures and laboratories help expose students to both the normal tissue formation found in animal tissues (chiefly mammalian) and many of the abnormal tissues development associated with pathological dysfunctions. Students will gain a new appreciation for the purposeful design of animal tissues and His creation. Meets once a week for five hours in the evening. *Prerequisite: Completion of the biology core courses before enrolling or permission of the professor.*

**BIO 490****1-2 hours****Honors****BIO 493****4 hours****Biology Senior Capstone**

An integrative, senior-level course in which major themes from within the biology major and from the Taylor general education program are intentionally revisited at a depth appropriate to college seniors. Such themes include the nature of biology as a natural science, the historical and philosophical foundations of the natural sciences, and the interaction and integration of biology with the Christian faith. Students will also actively engage in the process of doing current biological science, as well as consider several ethical issues that arise from current biology. *Prerequisite: Senior standing as a biology major. Offered January interterm.*

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**Business Division**

**Chair, Associate Professor Coe; Professor Erickson; Associate Professors Benjamin, Knudsen, Mitchell; Assistant Professor Adams, Baker, Tapp**

The business division prepares servant leaders to use business concepts and principles professionally and ethically wherever God calls them to serve and to minister the redemptive love of Jesus.

As an expression of Taylor's multi-dimensional education philosophy, the business division offers seven baccalaureate majors in accounting, economics, finance, international business, management, marketing, and sport management. An associate of arts degree is offered in business administration. Minors are available in accounting, economics, human resource management, finance, management, and marketing.

All business division curriculum courses combine theory, principles, techniques, and practical applications to enhance graduates' employment opportunities and serve as a solid groundwork for graduate studies. The relevance of Christian faith through current, real-world situations is emphasized in classes, field trips and expert Christian guest lecturers. Team development and business projects are available in selected business courses, and a practicum experience is required of all business division students. Development of communication skills, both written and oral, is

## ACADEMIC PROGRAMS

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emphasized. Many classes give attention to problem solving and quantitative analysis.

In the summer following a student's junior year, a practicum/internship (XXX 393) for four credit hours is required of all majors in the business division

Graduation requirements in the seven majors include passing all core courses with grades of C- or better. Any core course with a grade below C- must be repeated before subsequent sequential courses can be taken. Other courses in the major (elective and cognate), with a grade below C- need not be repeated, but will not count toward the hours needed in the major. Seniors must pass a senior comprehensive examination in their major.

The business division is a member of the Association of Collegiate Business Schools and Programs (ACBSP).

### Accounting

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The accounting major is designed to prepare students for accounting and financial careers in public accounting, business, government, education, and nonprofit organizations. The program presents accounting theory and practice, current developments, and ethical considerations discussed in a Christian context. Students are taught how to develop, analyze, and interpret financial plans and results and to provide management information in the most useful manner. Guided by faculty advisors, students may pursue programs leading toward certification in public accounting or management accounting. Most states require completion of 150 credit hours before taking the CPA examination.

The bachelor of arts degree with a major in accounting requires two years of one foreign language and 57-59 hours including ACC 241, 242, 303, 341, 342, 393, 405, 416, 442, MGT 260 or COS 120, MGT 311, 333, 352, ECO 201, 202, FIN 361. Also required, but not included in the major GPA, are seven hours including MAT 110 (or higher) and MAT 210. Recommended electives are ACC 360, 370, 445, ITB 375, MGT 411, MKT 231.

The accounting minor recognizes attainment of a sound, working knowledge of accounting in addition to another major field of study. Required are 21-22 hours including ACC 241, 242, 303, 341, 342, 442, COS 120 or MGT 260. This minor is not available to accounting or finance majors.

### Accounting/Systems

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The bachelor of science degree with a major in accounting/systems requires 57-59 major hours including ACC 241, 242, 303, 341, 342, 393, 405, 416, 442, COS 120, MGT 311, 333, 352, ECO 201, 202, FIN 361. Also required, but not included in the major GPA, are eight hours including MAT 151, 210. Recommended electives include ACC 360, 370, 445, MKT 231, ITB 375, MGT 411. Curriculum requirements in systems analysis also include COS 120, 240, SYS 200, 310, 390, 392, 394, 401, MAT 151, 210, 382, ACC 393. All systems curriculum courses must be completed with a C- or better.

### **Economics**

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Economic studies show how people make stewardship decisions about the use of scarce resources. Students learn how to make such decisions to provide the best results for themselves, their businesses, and society as a whole. By thinking critically about the benefits and costs of various public and private decisions, students prepare themselves for a lifetime of Godly service in a wide variety of economic endeavors.

Economics majors are prepared for employment directly in business, not-for-profit organizations, or government. Students planning public service careers should consider adding a major or minor in political science and/or a prelaw minor. Students preparing for graduate studies in economics should complete a minor in mathematics.

The bachelor of arts degree with a major in economics requires two years of one foreign language and at least 46 hours including ECO 201, 202, 331, 332, 333, XXX 393; 15 hours of upper-level electives from ECO 302, 315, 321, 360 (1-3 hours), 370 (3-4 hours), 411, 442, FIN 428. A 3-4 hour practicum is required, but need not be an ECO course, and is not counted in the major GPA if it is not an ECO course. MGT 260 is required to fulfill the departmental computer application course, but does not count in the major GPA. Also required, but not counted in the major GPA are MAT 151, 210 or 352, 382.

An economics minor is a useful complement to many other majors. The economics minor requires at least 19 hours including ECO 201, 202, two courses from ECO 331, 332, 333; plus two additional upper-level, elective economics courses. At least nine of these 19 economics hours may not be used to meet other major or minor requirements.

### **Economics/Systems**

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The economics major combines well with systems analysis and provides a solid foundation in preparation for graduate programs, especially in economics, business, public administration, and law.

The bachelor of science degree with a major in economics/systems consists of the 46 hour major and curriculum requirements in systems analysis including COS 120, 240, MAT 151, 210, 382, SYS 200, 310, 390, 392, 394, 401, MGT 352. A 3-4 hour practicum is required, but need not be an ECO course, and is not counted in the major GPA if it is not an ECO course. All systems curriculum courses must be completed with a C- or better.

### **Finance**

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The bachelor of science degree with a major in finance requires 77-78 hours including ACC 241, 242, 303, 341, 342, 442, ECO 201, 202, MKT 231, MGT 311, 352, FIN 361, 393, 428, 430; four courses from ECO 331, 332, FIN 340, 344, 345, 384, 440, 450 (3 hours), 465. Also required, but not counted in the major GPA are MAT 151, 210, 230, 382, MGT 260 or COS 120.



## **ACADEMIC PROGRAMS**

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The finance minor requires 25 hours including ACC 303, 442, FIN 428, 430; nine hours from ACC 341, ECO 331 or 332, FIN 340, 344, 370, 384, 440. Also required but not counted in the minor GPA is MAT 151. This minor is not available to finance majors. Non-business majors would be required to take additional prerequisite hours.

### **Human Resource Management Minor**

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The human resource management minor requires 15 hours including MGT 311, 350 or 352, HRM 362, 462, HRM 475 or MGT 442.

### **International Business**

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The bachelor of arts degree with a major in international business requires two years of one foreign language and 66-70 hours including ACC 241, 242, MKT 231, MGT 311, 352, FIN 361, MKT 380 or FIN 384, ECO 201, 202, 411, 442, ITB 375, 393; one semester abroad; a minimum of four international business electives (one course must be from the business division) from the following: any non-US history course, PHI 322 or 323; GEO 210 or 220 or 230, POS 211 or 213, SOC 220, ITB 381, FIN 384, MGT 442, 452, MKT 345, 380. (FIN 384 and MKT 380 count in either the core or as an elective, but not in both.) Also required, but not counted in the major GPA are MAT 110, 210, CAS 340, MGT 260 or COS 120.

### **International Business/Systems**

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The bachelor of science degree with a major in international business/systems requires completion of two years of one foreign language and 67-70 hours including ACC 241, 242, MKT 231, MGT 311, 352, FIN 361, MKT 380 or FIN 384, ECO 201, 202, 411, 442, ITB 375, 393; one semester abroad; a minimum of four international business electives (one course must be from the business division) from the following: any non-US history course, PHI 322 or 323, GEO 210 or 220 or 230, POS 211 or 213, SOC 220, ITB 381, FIN 384, MGT 442, 452, MKT 345, 380. (FIN 384 and MKT 380 count in either the core or as an elective, but not in both.) Also required, but not counted in the major GPA are MAT 110, 210, CAS 340, MGT 260 or COS 120. Curriculum requirements in systems analysis include COS 120, 240, MAT 151, 210, 382, SYS 200, 310, 390, 392, 394 or 402, 401, ITB 393. All systems curriculum courses must be completed with a C- or better.

### **Management**

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The bachelor of arts degree with a major in management requires two years of one foreign language and 51-53 hours including ACC 241, 242, ECO 201, 202, MKT 231, MGT 311, 352, 393, FIN 361; a three hour upper division (300/400 level) economics course; three courses from three of the following areas: Accounting – ACC 303, 442, International Business – ITB 375, 381, Finance – FIN 340, 384, 428, 430, Human Resource Management – HRM 362, 462, 475, Management – MGT 411, 420, 422, 442, 452, Marketing – MKT 312, 313, 345, 380, 410, 412, 460. Also required, but not counted in the major GPA are MAT 110 or 151, 210, MGT 260 or COS 120.

## ACADEMIC PROGRAMS

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The management minor requires 22 hours including ACC 241, MKT 231, MGT 311, 350 or 352, ECO 201; two electives from HRM 362, MGT 420, 422, 442, 452. Not available to management or business administration majors (program suspended Fall 2001).

### Management/Systems

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The bachelor of science degree with a major in management/ systems requires 53 hours including ACC 241, 242, ECO 201, 202, MKT 231, MGT 311, 352, 393, FIN 361; a three hour upper division (300/400 level) economics course; three courses from three of the following areas: Accounting – ACC 303, 442, International Business – ITB 375, 381, Finance – FIN 340, 384, 428, 430, Human Resource Management – HRM 362, 462, 475, Management – MGT 411, 420, 422, 442, 452, Marketing – MKT 312, 313, 345, 380, 410, 412, 460. Also required, but not counted in the major GPA are MAT 151, 210, COS 120. Curriculum requirements in systems analysis include MGT 393, MAT 151, 210, 382, SYS 200, 310, 390, 392, 394, 401, COS 120, 240. All systems curriculum courses must be completed with a C- or better.

### Marketing

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The bachelor of arts degree with a major in marketing requires two years of one foreign language and 60-63 hours including ACC 241, 242, ECO 201, 202, MKT 231, 345, 380, 393, 410, 460, MGT 311, 352, FIN 361; at least three courses from MKT 312, 313, 412, ITB 375, 381. Also required, but not counted in the major GPA are MAT 110 or 151, 210, MGT 260 or COS 120.

The marketing minor requires 25 hours including MKT 231, 345, 380, 460; three electives from MKT 312, 313, 375, 381, 410, 412. Also required, but not counted in the minor is MAT 210. This minor is not available to marketing majors.

### Marketing/Systems

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The bachelor of science degree with a major in marketing/systems requires 60-63 hours including ACC 241, 242, ECO 201, 202, MKT 231, 345, 380, 393, 410, 460, MGT 311, 352, FIN 361; at least three courses from MKT 312, 313, 412, ITB 375, 381. Also required, but not counted in the major GPA are MAT 151, 210, COS 120. Curriculum requirements in systems analysis include MAT 151, 210, MKT 345, 393, 410, SYS 200, 310, 390, 401, COS 120, 240. All systems curriculum courses must be completed with a C- or better.

### Sport Management

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The sport management major blends two disciplines: business and physical education. This major addresses the Taylor emphasis on Christian service in a growing area of sport business. The student will learn to identify and understand the internal and external factors that shape sports in a culture, apply management skills and evaluate the goals of a variety of sport organizations (high school, college, and professional), and be able to apply fundamental marketing concepts to the sports industry. The student majoring in sport management will become familiar with the various agencies governing sports from the professional, collegiate, high school,

## **ACADEMIC PROGRAMS**

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and amateur levels. An internship is required for both baccalaureate degrees in sport management.

The sport management major follows the Sport Management Program Standards and Review Protocol from the National Association for Sport and Physical Education (NASPE) and the North American Society for Sport Management (NASSM). Taylor students will be adequately prepared for sport management graduate study or entrance into a sport business career.

The bachelor of arts degree with a major in sport management requires two years of one foreign language and 49 hours including ACC 241, MKT 231, MGT 311, 350, HRM 362, ECO 190, PHP 111, 210, 220, 350, 351, 480, 492; nine hours of electives selected by the student and faculty advisor from ACC 242, MKT 312, 410, 412, FIN 361, MGT 411, 442, 452, CAS 120, 261, ECO 201, 202, PHP 355, 360 (1-2 hours), 393 (1-4 hours) 402, 472, MAT 210, PSY 220. Also required, but not counted in the major GPA is MAT 110.

The bachelor of science degree with a major in sport management requires 64 hours including ACC 241, 242, MKT 231, MGT 311, 350, HRM 362, ECO 201, 202, PHP 111, 220, 350, 351, 355, 480, 492; nine hours of electives selected by the student and faculty advisor from FIN 361, MGT 411, 442, 452, MKT 312, 410, 412, CAS 120, 261, PHP 360 (1-2 hours), 393 (1-4 hours), 402, 472, MAT 210, PSY 220. Also required, but not counted in the major GPA are MAT 151, SYS 200, and MGT 260.

### **Associate of Arts in Business Administration**

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An associate of arts degree in business administration is offered for students who want to prepare themselves for entry-level positions in business. This program also allows students to proceed to a bachelor's degree in business administration in a normal sequence. This degree includes: IAS 101, 110, ENG 110, BIB 110, 210, PHP 100, 200 (1 hour), HUM 230 or ENG 230 or 240 or 250, CAS 110 or 120. Also required are the following core requirements and cognate courses: ACC 241, 242, MKT 231, MGT 311, 352, ECO 201, 202, MAT 110 or 151, 210, SYS 200, COS 104 or 106 and enough electives to total at least 64 hours. Recommended electives include ENS 231, PHY 120, POS 100, MGT 333, PSY 200. For those students planning to proceed to a baccalaureate degree, MAT 110 will not meet the systems requirement for the baccalaureate degree.

### **Music Elective Studies in Management or Marketing**

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A bachelor of science in music with elective studies in management or marketing is available. See Music Department for program requirements.

### **Premaster of Business Administration Program**

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Taylor University students may use electives and required courses that lead to a baccalaureate degree (in nearly any field offered by Taylor) as preparation for completing the master of business administration. Interested students should discuss this program with their advisor and should notify the chair of the business division at Taylor of their intent. Admission criteria for graduate-level programs is



## ACADEMIC PROGRAMS

submission of baccalaureate GPA, GMAT scores, AWA scores, and the satisfactory completion of the following courses: COS 104 or 106 and COS 120 or MGT 260, MAT 140 or 151, 210, ECO 201, 202, ACC 241, MKT 231, MGT 311, 352, 420, FIN 361.

### **Master of Business Administration located on the Fort Wayne campus**

The Master of Business Administration program focuses on timely, enterprise-level decisions by emphasizing faith-based leadership, global business issues, business development and creativity, and management strategy. Students will benefit from a flexible, executive MBA format and schedule. See [www.tayloru.edu/mba](http://www.tayloru.edu/mba) or contact Dr. Larry Rottmeyer, director of the MBA Program, at [lrrottmeier@tayloru.edu](mailto:lrrottmeier@tayloru.edu) or 260-744-8636.

### **Accounting Courses**

**ACC 170/370** 1-4 hours

**Selected Topics**

**ACC 241** 3 hours

#### **Accounting Principles I**

An introduction to the language of business. Financial transactions are analyzed, recorded, summarized, and reported in a meaningful manner to management. Also studied are basic financial statements and the various accounting and internal control procedures for recording and protecting assets. *Offered fall semesters and January interterm.*

**ACC 242** 3 hours

#### **Accounting Principles II**

A continuation of Accounting 241. Accounting problems and procedures pertaining to partnerships and corporations are studied. Also studied are various accounting procedures and reports used by management in acquiring fixed assets, budgeting and controlling manufacturing and departmental operations, reporting financial conditions, and analyzing the results of operations. *Prerequisite: ACC 241. Offered spring semesters.*

**ACC 303** 3 hours

#### **Cost Accounting**

A study of the nature of costs and their importance in manufacturing, service, and not-for-profit organizations. Topics include collection and allocation of costs to products and processes, planning, budgeting, and control reports, relevant costs, cost-volume-profit analysis, responsibility accounting, and other management analyses and reports. *Prerequisite: ACC 242. Offered fall semesters of odd years.*

**ACC 341** 3 hours

#### **Intermediate Accounting I**

A detailed study of the theory and procedures used by accountants in recording and valuing assets, and the resulting effect on profits. Emphasis is placed on current



## ACADEMIC PROGRAMS

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issues in accounting theory and practice in both intermediate accounting courses.

*Prerequisite: ACC 242. Offered fall semesters.*

### **ACC 342                                      3 hours**

#### **Intermediate Accounting II**

A continuation of Accounting 341. A study of the theory and procedures used by accountants in recording and valuing liabilities and capital accounts. Special emphasis is placed on the preparation and interpretation of balance sheets, income statements, and statements of changes in financial position. *Prerequisite: ACC 341 or permission of instructor. Offered spring semesters.*

### **ACC 360                                      1-4 hours**

#### **Independent Study**

(This course includes the opportunity to prepare for the uniform CPA examination.)

### **ACC 393                                      4 hours**

#### **Practicum**

*Prerequisites: 15 accounting hours and SYS 200 for majors pursuing a systems curriculum.*

### **ACC 405                                      3 hours**

#### **Auditing**

A study of how professional auditors serve the public, stockholders, and management by impartially examining the accounting records and financial statements of enterprises. Topics studied include standards, ethics of the profession, internal control procedures, risk assessment, and the nature of audit evidence.

*Prerequisites: ACC 342 or permission of instructor. Offered fall semesters of odd years.*

### **ACC 416                                      3 hours**

#### **Advanced Accounting**

A study of the more complex issues in accounting for partnerships, consolidated financial statements, and multinational and not-for-profit enterprises. This course includes interim and financial reporting and coverage of current regulations and pronouncements pertaining to the profession. *Prerequisite: ACC 342 or permission of instructor. Offered spring semesters of even years.*

### **ACC 442                                      3 hours**

#### **Federal Income Taxes**

A study of the effect of federal income tax laws and regulations on individuals and businesses. This course includes discussion of current issues, tax research, tax planning, and representative tax preparation software. *Prerequisite: ACC 242.*

*Offered fall semesters.*

### **ACC 445                                      3 hours**

#### **Advanced Income Tax**

A continuation of ACC 442. Tax laws and tax return preparation pertaining to corporate and fiduciary taxpayers are studied. Topics include regular and small

## ACADEMIC PROGRAMS

business corporations, estates, trusts, and not-for-profit entities. Representative tax preparation software and computerized tax research aids are used in completing course assignments. *Prerequisite: ACC 442. Offered spring semesters of even years.*

### Economics Courses

**ECO 170/370** 1-4 hours

#### Selected Topics

**ECO 190** 3 hours

#### Issues in Economics

Fundamental economic concepts are studied and applied to current issues such as unemployment, inflation, economic growth, monopoly, pollution, poverty, crime, health care costs, consumer credit, the federal budget surplus or deficit, and foreign debt. *Not for accounting, economics, finance, management, marketing, or international business majors. Meets general education civic engagement or general social science requirement. Offered spring semesters.*

**ECO 201** 4 hours

#### Principles of Microeconomics

An introduction to microeconomics emphasizing decision making by individual producers and consumers. Consequences of such decisions for efficiency of resource use and income distribution in a capitalistic economy are studied. *Meets general education civic engagement or general social science requirement.*

*Prerequisite: MAT 110 or 120 or 140 or 151 or 210 or 201 and 202 or SOC 355.*

**ECO 202** 3 hours

#### Principles of Macroeconomics

An introduction to macroeconomics emphasizing how the U.S. economy works. Topics studied include the factors determining the size of the national economy, inflation and unemployment, and fiscal and monetary policies. *Prerequisite: ECO 201.*

*Note: The following upper-level economics courses are not always offered every semester or year. Academic advisors should be consulted for current offerings.*

**ECO 302** 3 hours

#### Labor Economics

This course applies basic economic theory to labor issues, considering both market and regulatory approaches. Labor supply and demand are related to the determination of wages and overall compensation. The purposes and functions of unions in both public and private sectors are analyzed. *Prerequisites: ECO 201, 202.*

**ECO 315** 3 hours

#### Environmental and Natural Resource Economics

An analysis of the economics of environmental issues, such as pollution and pollution abatement, discussing cost-benefit analysis together with the economics of

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using both renewable and non-renewable natural resources. Issues of stewardship and dominion will be considered in light of economic tools. *Prerequisites: ECO 201.*

### **ECO 321                                      3 hours**

#### **Economics of the Public Sector**

Analysis of public expenditure and taxation programs of the U.S. federal government. Expenditures analysis focuses on social security, health care, and welfare programs. Tax analysis focuses on the federal individual income tax.

*Prerequisites: ECO 201, 202.*

### **ECO 331                                      3 hours**

#### **Intermediate Microeconomics**

Intermediate-level analysis of decision making by individuals in various types of markets. Consequences of such choices for the decision-makers, other people, and society as a whole are studied. *Prerequisites: ECO 201, MAT 151, 210, (or MAT 352) required, MAT 382 recommended.*

### **ECO 332                                      3 hours**

#### **Intermediate Macroeconomics**

Intermediate-level analysis of factors determining GDP, unemployment, inflation, and interest rates in the U.S. Both closed and open economy models are used. The model divergences and policy implications of the various macroeconomic schools are examined. *Prerequisites: ECO 202.*

### **ECO 333                                      3 hours**

#### **History of Economic Thought**

A study of the ideas of the great economic thinkers and the development of various schools of economic thought including the mercantilists, Smith, Malthus, Ricardo, Mill, Marx, Marshall, the Neo-classical and Keynesian revolutions. The origins of the more prominent twentieth century developments and schools are examined.

*Prerequisites: ECO 201, 202.*

### **ECO 360                                      1-4 hours**

#### **Independent Study**

### **ECO 393                                      3-4 hours**

#### **Practicum**

### **ECO 411                                      3 hours**

#### **International Economics**

The economics of international trade and finance are studied from the U.S. perspective. The economic effects of international trade and trade restrictions and the causes and effects of changes in foreign exchange rates and the balance of payments are analyzed. *Prerequisites: ECO 201, 202.*

<b>ECO 442</b>	<b>3 hours</b>
<b>Economic Development</b>	
A study of the principles of economic growth of lesser-developed countries (LDCs). Historical development patterns of more developed countries and various theories of economic growth are considered for their relevance to LDCs. Policies encouraging growth are discussed. The problems of transforming former socialistic economies into free market economies are discussed. Each student does a major research project on one particular LDC. <i>Prerequisites:</i> ECO 202.	
<b><i>Finance Courses</i></b>	

### 3 hours

A study of the principles of economic growth of lesser-developed countries (LDCs). Historical development patterns of more developed countries and various theories of economic growth are considered for their relevance to LDCs. Policies encouraging growth are discussed. The problems of transforming former socialistic economies into free market economies are discussed. Each student does a major research project on one particular LDC. *Prerequisites: ECO 202.*

## 1-4 hours

## FIN 194

### 3 hours

An overview of the personal financial planning process including such topics as investments, insurance, taxes, credit, retirement planning, and budgeting. This course provides students with an opportunity to examine and apply scripture-based principles of money management in preparation for their entry into the workplace. *Offered fall semesters. Not for business department majors.*

**FIN 340**

### 3 hours

A review of real estate ownership as an investment vehicle for both individuals and institutions. Topics covered include valuation techniques, finance options, operations management, and related tax issues. *Prerequisite: ACC 242, FIN 361, MGT 311.*

**FIN 344**

### 3 hours

An overview of the insurance industry and various insurance products. Insurance is described theoretically and practically as a tool for risk management in the areas of life, health, property and other insurable categories. *Junior status.*

**FIN 345**

### 3 hours

## Selected Topics in Finance

**FIN 360**

**1-4 hours**

## Independent Study

**FIN 361**

### 3 hours

## Corporate Finance

A study of methods used in the evaluation of financing and investment alternatives and funds management. The course integrates basic accounting with financial analytical techniques. Areas of emphasis include sources of financing, cash flow analysis, working capital management, capital budgeting, net present value, cost of capital and long-term debt, and capital structures. *Prerequisite: ACC 242.*



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### **FIN 384** 3 hours

#### **International Finance**

International Finance is concerned with firms' needs for and options of raising funds in both global and foreign money markets and capital markets, both in first and third world countries. Multinational corporations need to evaluate the advantages in borrowing in the host country relative to the home country. Both cost of capital and tax ramifications will be treated as well as exchange rate and currency control issues of money funds internationally. *Prerequisites: FIN 361, ECO 202. Offered fall semester of even years.*

### **FIN 393** 4 hours

#### **Practicum**

### **FIN 428** 3 hours

#### **Money and Banking**

A variety of practical banking topics is covered including a review of the development of the banking system, attention to the corresponding evolution of money and the demand deposit system, and an overview of non-bank financial intermediaries and their role in the present economy. *Prerequisites: FIN 361, ECO 201, 202. Offered spring semesters.*

### **FIN 430** 3 hours

#### **Investments**

A course designed to give the student a basic familiarity with practical investment strategies and terminology from both an institutional and individual perspective. Discussion includes stock, bond, commodity, and option markets as well as other investment alternatives. Heavy emphasis is given to current developments. *Prerequisite: FIN 361.*

### **FIN 440** 3 hours

#### **Series 7: Brokerage**

An in-depth examination of the securities industry from the perspective of the brokerage function including the regulatory environment and legal liability issues, professional ethics, transaction settlement procedures, public/client relations, and investment planning strategies. This course prepares students to complete the Qualification Examination for General Securities Registered Representative (Series 7 Exam). *Prerequisites: FIN 361, 430. Offered spring semesters.*

### **FIN 450** 1-3 hours

#### **Directed Research**

### **FIN 465** 3 hours

#### **CFA Level I Preparation**

An in-depth study of asset management principles and techniques. Strategies for managing investment portfolios include reviews of economics, mathematics, and finance principles. The course concludes with national CFA Level I examination. *Prerequisites: ACC 303, FIN 430, Senior Status.*

### ***Human Resources Management***

**HRM 170/370** 1-4 hours

**Selected Topics**

**HRM 360** 1-4 hours

**Independent Study**

**HRM 362** 3 hours

**Human Resources Management**

A study of the role and functions of the human resource department of an organization with an up-to-date examination of the principles, policies, and problems of labor and management. Topics include employee relations, job analysis, compensation structures, recruitment practices, training, promotion, transfer, and management-union relationships. *Prerequisite: MGT 350/352. Offered spring semesters.*

**HRM 393** 4 hours

**Practicum**

**HRM 462** 3 hours

**Organizational Behavior and Development**

Organizational behavior is the study and application of knowledge about how and why people, as individuals and as groups, act within organizations. Organizational development is the systematic application of behavioral science knowledge at various levels - group, intergroup, and total organization - to bring about planned change. The goal is to describe, understand, predict, develop, and (to some degree) control human activity at work. This course will prompt the student to develop a cognitive framework for understanding organizational behavior combined with an integration of the Christian faith. Students develop a capacity to analyze organizational behavior situations critically and to give thoughtful answers to situations and case studies. *Prerequisite: MGT 352. Offered spring semesters.*

**HRM 475** 3 hours

**Human Resource Issues and Certification**

In-depth study of current human resource issues including conflict resolution, labor relations and HRM laws. Students will take HRM certification examination. *Prerequisites: HRM 362, 462.*

### ***International Business Courses***

**ITB 375** 3 hours

**International Business**

An in-depth examination of business practices in other countries, leading to a better understanding of intercultural relationships with trading partners, investors, and host countries. *Prerequisite: MKT 231.*

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### **ITB 381** 3 or 4 hours

#### **International Business Study Tour**

A study tour of selected international locations to focus on regional trade, economics, and business topics. Issues of cultural differences, conflicts, compromises, and international cooperation are examined. Throughout, the cultural dimension of international business dealings is emphasized. *Prerequisites: MKT 231, one semester of ECO, sophomore standing within a business division major/minor. Offered January interterm and selected summers.*

### **ITB 393** 4 hours

#### **Practicum**

## **Management Courses**

### **MGT 170/370** 1-4 hours

#### **Selected Topics**

### **MGT 260** 3 hours

#### **Business Systems Applications**

This course introduces and develops competency in the various systems and technologies commonly employed in the business environment. Specific topics addressed include use of Internet and World Wide Web resources, web page development, presentation graphics, advanced spreadsheets, and integrated accounting systems. *Prerequisites: COS 104/106 and ACC 241.*

### **MGT 311** 3 hours

#### **Business Law**

An overview and summary of the basic business law topics that the majority of students will encounter in their business careers and personal lives. Topics include contracts, agencies, personal property, torts, bailments, real property, leases, estates, trusts, and insurance. *Junior status preferred.*

### **MGT 333** 3 hours

#### **Business and Technical Writing**

*See ENG 333.*

### **MGT 350** 3 hours

#### **Principles of Management**

This course acquaints students with the theories, principles and practical applications of management. Management principles are investigated in all types of business and organizations. Current events real-life situations are emphasized. The content of this course is designed ONLY for Sport Management majors, business minors, and non-business majors.

### **MGT 352** 3 hours

#### **Management Analysis and Practice**

A course designed to acquaint students thoroughly with the theories, principles, and practical applications of management (planning, organizing, staffing, leading, and

controlling). Management principles are learned in the context of a work team developing and administering a business project. This course emphasizes business presentations and written reports. Current, real-life situations are emphasized.

*Prerequisites: Junior status.*

**MGT 360**                                      **1-4 hours**  
**Independent Study**

**MGT 393**                                      **4 hours**  
**Practicum**

**MGT 411**                                      **3 hours**  
**Advanced Business Law**

A course providing an in-depth examination of specialized areas of business law that are of significant importance for CPA candidates, those entering the banking and corporate environment, and those planning to attend law school. Topics include sales, commercial paper, secured transactions, bankruptcy, and environment and product liability. *Prerequisite: MGT 311. Offered periodically.*

**MGT 420**                                      **3 hours**  
**Production and Operations Management**

A study of operations management related to production of goods and services. Topics include product design, capital investment, facilities and equipment, maintenance, work methods and measurement, safety and health, production planning and control, materials management, project management, and quality assurance. Current issues such as energy, ecology, productivity and total quality management are discussed. Basic quantitative methods are introduced.

*Prerequisites: MAT 110/151, 210, MGT 352. Offered fall semesters.*

**MGT 422**                                      **3 hours**  
**Small Business Management/Entrepreneurship**

Application of management principles (general, strategic and operational) to small businesses is studied. Course requirements include development of a product or service and a comprehensive business plan. Elements of starting a business are emphasized. *Prerequisite: ACC 242. Offered spring semesters.*

**MGT 442**                                      **3 hours**  
**Business Ethics**

A course designed to analyze the ethical dilemmas described in case studies of managers in private and corporate businesses. Studies include philosophical foundations for Christian ethical model applications and the development of ethical dilemma resolution. Particular business ethics issues are studied that are realistic and relevant to many business professions. *Offered spring semesters.*

**MGT 452**                                      **3 hours**  
**Strategic Management**

An advanced course dealing with integrative issues in management, encompassing long-range and short-term objectives, planned and pursued in breadth and depth in



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an ever-changing environment. *Prerequisites: ECO 201, ACC 241, MGT 350/352. Offered spring semesters.*

### **Marketing Courses**

**MKT 170/370**                      **1-4 hours**  
**Selected Topics**

**MKT 231**                      **3 hours**  
**Principles of Marketing**

A study of the many facets involved in the field of marketing. Emphasis is given to both the modern marketing system in today's international economy and to the marketing strategies of an organization. Topics include types of markets, market segmentation methods, research methods, product and service strategies, product planning, new product development, distribution channels, sales, advertising, and pricing. Special emphasis is given to applications in international service and nonprofit disciplines.

**MKT 312**                      **3 hours**  
**Professional Selling**

A study of the discipline of the sales professional including both sales strategies and sales management. Primary emphasis is given to business and industry sales applications. Topics include sales training, sales preparation, prospecting methods, types of presentations, handling buyer questions, closing methods, postsales service, and sales management. Course applications include the development and presentation of actual sales demonstrations in class. *Prerequisite: MKT 231. Offered spring semesters.*

**MKT 313**                      **3 hours**  
**Retailing**

A study of the creative and challenging field of retailing, ranging from the independent retail establishments to large retail chain organizations. All types of retail firms are examined including department stores, specialty shops, discount retailers, service organizations, and nonstore shopping. Topics include franchising, consumer behavior, site selection, store layout and design, promotion, merchandise planning and buying, pricing, personnel management, and retail careers. *Prerequisite: MKT 231. Offered alternate spring semesters of odd years.*

**MKT 345**                      **3 hours**  
**Selected Topics in Marketing**

A study of selected topics, strategies, or problems facing the marketing decision-maker today. Particular emphasis is given to the critical success factors of leading marketing organizations. Examples of course applications include business development strategies, marketing organization, marketing for nonprofit organizations, creativity in marketing, fashion merchandising, strategic alliance partnerships, advanced marketing research, new product management, services marketing, and power retailing strategies. *Offered periodically. Prerequisite: MKT 231 or permission of instructor.*

**MKT 360** 1-4 hours  
**Independent Study**

**MKT 380** 3 hours  
**International Marketing**

A study of the factors involved in marketing products and services in other countries. Major geopolitical regions are analyzed and evaluated through practical assignments. Topics include market segmentation analysis, culture, language, values, finance, transportation and distribution networks, international pricing strategies, political structures, exporting organization, promotion, and selling practices. Selected research projects and strategic plans provide students with practical applications of key marketing skills. *Prerequisite: MKT 231. Offered spring semesters of even years.*

**MKT 393** 4 hours  
**Practicum**

**MKT 410** 3 hours  
**Marketing Research**

A course designed to provide students with a fundamental understanding of the role and methods of marketing research as a means to enhance the marketing strategies of any modern organization. Topics such as problem identification, proposal and research design, question and survey development, sampling methodology, data analysis, and report presentation are covered in both theory and application. *Prerequisites: MKT 231, MAT 210. Offered fall semesters.*

**MKT 412** 3 hours  
**Advertising**

A study of the role of advertising in today's business environment. Students examine advertising and its influence in the marketplace. Topics include promotions management, advertising effectiveness, creative design, copy development, media selection and management, advertising agencies, and advertising research. Practical experience is gained through the development of advertising campaigns using various media. *Prerequisite: MKT 231. Offered spring semesters of odd years.*

**MKT 460** 3 hours  
**Consumer Behavior**

A course, which examines such fundamental areas as consumer decision-making, processes, information processing, external and internal influences, and business effects on consumer purchase/choice patterns. An analysis of the psychological, social, and economic influences on consumption. *Prerequisite: MKT 231. Offered spring semester of even years.*

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### **Chemistry and Biochemistry**

**Chair, Professor Hammond Professors Burden, Kroll; Assistant Professor D. Smith**

The chemistry department at Taylor University provides high quality training in chemistry while providing opportunities for meaningful spiritual and interpersonal experiences that will enable students to move successfully into the next phase of their professional training or the career of their choice.

The bachelor of arts degree in chemistry requires completion of two years of one foreign language. The bachelor of science in chemistry must be combined with curriculum requirements in education or systems analysis. Both the bachelor of arts and bachelor of science degrees are available in chemistry-environmental science.

#### **Chemistry**

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The bachelor of arts degree with a major in chemistry requires two years of one foreign language and 60-64 hours including CHE 201 and 202 or 211 and 212 (preferred sequence), 301, 301L, 302, 302L, 311, 312, 330, 410L, 411, 420, 431, 431L, 432, and 432L. Also required, but not included in the major GPA are MAT 151, 230, PHY 211, 212. It is strongly recommended that chemistry majors have MAT 240, 352, 431, and at least one course in computer science. NAS 480 is recommended in the junior or senior year. This program is suitable for students wishing to enter either graduate school or the chemical industry.

The chemistry minor requires a minimum of 21 hours of chemistry and includes at least four semesters of core chemistry lab courses including CHE 201 and 202 or 211 and 212 (preferred sequence), 311, 302 and 302L or 320 and 320L or 330. Also select at least 2 upper level (3XX or 4XX) chemistry courses.

#### **Chemistry/Systems**

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The bachelor of science degree with a major in chemistry/ systems consists of 63-68 hours in the major including CHE 201 and 202 or 211 and 212 (preferred sequence), 301, 301L, 302, 302L, 311, 312, 330, 393 (3-4 hours), 410L, 411, 420, 431, 431L, 432, and 432L. Also required, but not included in the major GPA are PHY 211 and 212. Curriculum requirements in systems analysis include COS 120, 250, IAS 330, MAT 151, 210 or 352, 230, 382, SYS 200, 402, PHY 331, ENP 330, and three to four hours of practicum (listed above with major requirements). All systems curriculum courses must be completed with a grade of C- or better. This program is especially attractive to students planning to enter either graduate school or the chemical industry.

#### **Chemistry/Biochemistry Concentration**

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The bachelor of arts degree with a major in chemistry and a concentration in biochemistry requires two years of one foreign language and 69-72 hours including CHE 201 and 202 or 211 and 212 (preferred sequence), 301, 301L, 302, 302L, 311, 312, 330, 410L, 411, 412, 420, 431, 431L. Also required, but not included in the major GPA, are MAT 151, 230, PHY 211, 212, BIO 101 and two elective biology

courses (6 hours). This program prepares students for a career in biochemistry, medicine, molecular biology, and other related fields.

### **Chemistry/Premedicine Preprofessional Concentration**

**Prof. Kroll, advisor**

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The bachelor of arts degree with a major in chemistry and a preprofessional concentration in premedicine requires two years of one foreign language and 67-71 hours including CHE 201 and 202 or 211 and 212 (preferred sequence), 301, 301L, 302, 302L, 311, 312, 330, 410L, 411, 420, 431, 431L. Also required but not included in the major GPA are MAT 151, 230, PHY 211, 212; three biology courses from BIO 101, 104, 203, 312, 331, 432, 452, 471 (highly recommended are BIO 101, 203, 331).

Students interested in the premedicine curriculum should also go to the circulation desk in the Zondervan Library and check out the catalog on medical school admissions requirements sometime during their sophomore year. It is important to meet the specific entrance requirements of the medical school(s) chosen. Maintaining at least an A- average and scoring well on the MCAT test (usually taken in the spring of the junior year) are common prerequisites for acceptance to a medical school. Help is available toward preparing for the MCAT examinations.

### **Chemistry-Environmental Science**

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This integrated major has a strong emphasis on the physical aspects of environmental studies. It is appropriate for students planning careers in environmental research or industrial or municipal environmental monitoring and control. The bachelor of science degree with a major in chemistry-environmental science requires 72 hours including:

Chemistry (42-44 hours): CHE 201 and 202 or 211 and 212 (preferred sequence), 301, 301L, 302, 302L, 311, 312, 330, 410L, 411, 420, 431, 431L (2 hours), 432.

Environmental Science (22-24 hours): ENS 204, 231, 383, 402, CHE 320, 320L, CHE/ENS 393 (2-4 hours).

Required Electives (4-8 hours): select hours to total 72 from CHE 412, ENS 241, 351, MAT 210, PHY 331.

### **Chemistry Education**

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The bachelor of science degree with a major in chemistry requires 75-78 hours of professional education courses and major courses. Students who desire licensure in chemistry must complete the following requirements: (Detailed curriculum guides are available from the education and chemistry departments.)

Professional Education (28 hours): EDU 150, 260, 312, 320, 410 and 431. EDU 410 and 431 must be taken concurrently.

Major Courses (29-32 hours): CHE 201 and 202 or 211 and 212 (preferred sequence), 301, 301L, 302, 302L, 311, 420, 431, 431L. Select at least one course from CHE 312, 320, 330 or 411.

Required Electives (18 hours): MAT 151, 230, PHY 211, 212.



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### Physical Science Education/Chemistry Concentration

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The bachelor of science degree with a major in physical science with a concentration in chemistry requires 73-78 hours of professional education courses, a physical science core, and chemistry courses. Students who desire licensure in physical science with an emphasis in chemistry must complete the following requirements: (Detailed curriculum guides are available from the education and chemistry departments.)

Professional Education (28-31 hours): EDU 150, 260, 312, 320, 332, 410, and 431. EDU 410 and 431 must be taken concurrently. EDU 332 is only required for those seeking licensure in junior high/middle school.

Physical Science Core (26-28 hours): MAT 151, 230, CHE 201 and 202 or CHE 211 and 212 (preferred sequence), PHY 211, 212.

Chemistry Courses (20 hours): CHE 301, 301L, 302, 302L, 311, 312, 431, 431L.

### *Chemistry Courses*

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#### **CHE 100                      4 hours**

##### **Chemistry for Living**

A course designed for students who have little or no background in chemistry. Basic principles of chemistry are applied in a social context. Three hours of lecture and one two-hour lab per week. *Meets general education physical science requirement. No prerequisite although high school algebra is recommended. Offered fall and spring semesters.*

#### **CHE 201                      5 hours**

##### **General Chemistry I**

This is the first semester of a two-semester sequence designed for science majors having minimal backgrounds in chemistry. The two semesters are a general overview, with the first semester focusing on: measurement, chemical reactions, stoichiometry, atomic structure, chemical bonds, molecular shapes, solutions, gases, thermochemistry, redox reactions, and phase changes. Descriptive chemistry and theory are integrated. A variety of applications are used, including astronomy, biology, medicine, geology, environmental chemistry, industrial chemistry, and everyday life. Common organic and inorganic compounds are used as examples. The labs are designed to illustrate concepts discussed in class, develop good lab skills, and enhance your problem-solving ability. Designed for those needing a two-semester sequence of basic chemistry with lab. Four hours of lecture and three hours of lab per week. *Meets general education physical science requirement. No college level prerequisites, but high school algebra and chemistry are strongly recommended. Offered fall semesters.*

#### **CHE 202                      5 hours**

##### **General Chemistry II**

This is the second semester of a two-semester sequence designed for science majors having minimal backgrounds in chemistry. The second semester focuses on: chemical equilibrium, thermodynamics, acid-base chemistry, chemical kinetics,

electrochemistry, organic chemistry intro, and nuclear chemistry. Designed for those needing a two-semester sequence of basic chemistry with lab to support a science major. Four hours of lecture and three hours of lab per week. *Prerequisite: CHE 201. Offered spring semesters.*

### **CHE 211** 4 hours

#### **College Chemistry I**

This is a course designed to meet the needs of the student planning further chemistry course work. Its focus is on the principles of thermodynamics, kinetics, bonding, and acid-base reactions and redox reactions correlated to periodic properties of the elements. Stoichiometric relationships are emphasized. Strongly recommended for all majors in the natural sciences who intend to take Organic Chemistry. Four hours of lecture and three hours of lab per week. *Meets the general education physical science requirement. Offered fall semesters.*

### **CHE 212** 4 hours

#### **College Chemistry II**

A continuation of CHE 211. Emphasis on the application of thermodynamics, kinetics, bonding, and acid-base reactions and redox reactions to inorganic and bioinorganic chemistry. Special emphasis is given to reaction mechanisms and concepts relating to CHE 311-312 Organic Chemistry. Lab work emphasizes qualitative and quantitative analysis skills. Four hours of lecture and three hours of lab per week. *Prerequisite: CHE 211. Offered spring semesters.*

### **CHE 301** 3 hours

#### **Analytical Chemistry I**

An introduction to modern theories and methods used in separations and quantitative determinations. Topics include basic statistics and treatment of data, gravimetry, volumetric titrations (acid-base, precipitation, complexometric and redox). Topics correlate with the lab. Three hours of lecture per week. *Offered fall semester of odd years.*

### **CHE 301L** 1 hour

#### **Analytical Chemistry I Lab**

This lab includes gravimetric and volumetric (acid-base, precipitation, redox, nonaqueous complexometric) titrations. Some instrumentation is used: AA, GCMS and computer controlled titrators. Three hours of lab per week. *Prerequisite: CHE 202. Offered fall semester of odd years.*

### **CHE 302** 3 hours

#### **Analytical Chemistry II**

A continuation of CHE 301 in which instrumental methods of analysis are emphasized. Topics include the general principles underlying selected instrumental methods of analysis. Topics supplement and expand the lab experiences. Three hours of lecture per week. *Offered spring semester of even years.*

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### **CHE 302L** 1 hour

#### **Analytical Chemistry II Lab**

Lab experiences are offered that include optical methods (UV, VIS, AA), electrochemistry, and chromatography (HPLC, GC, IC, GC/MS). Three hours of lab per week. *Offered spring semester of even years.*

### **CHE 311** 4 hours

#### **Organic Chemistry I**

The study of covalent carbon compounds. Nomenclature, properties, and reactions (including reaction mechanisms) of nonaromatic hydrocarbons, alcohols, ethers, aldehydes, ketones, and carboxylates are studied. NMR and IR spectroscopic methods are learned and applied. The lab includes development of advanced lab skills and study of the kinetics and properties of organic substances in reactions. Three hours of lecture and three hours of lab per week. *Prerequisites: CHE 211, 212 (recommended) or CHE 201, 202. Offered fall semesters*

### **CHE 312** 4 hours

#### **Organic Chemistry II**

A continuation of CHE 311. Focuses on aromatic and polyfunctional compounds including biomolecules. Lab work includes study of the properties of aromatic compounds, qualitative organic analysis, and small group original research projects. Three hours of lecture and three hours of lab per week. *Prerequisite: CHE 311. Offered spring semesters*

### **CHE 320** 3 hours

#### **Environmental Chemistry**

A course that emphasizes principles and analysis of chemical sources, movement, distribution and effects in natural environments. *Prerequisite: One year of general chemistry. Offered spring semester of even years.*

### **CHE 320L** 1 hour

#### **Environmental Chemistry Lab**

This lab provides experiences in sampling and analysis of water, soil, and air. Experimental work is conducted in both natural habitats and the lab. *Prerequisite: One year of general chemistry. Corequisite: CHE 320. Offered spring semester of odd years.*

### **CHE 330** 3 hours

#### **Inorganic Chemistry**

Coverage of the bonding and properties of the main group and especially transition metal elements with a focus on their coordination and solid-state chemistry. Molecular symmetry principles, spectroscopy, and catalytic applications of these substances are discussed in lecture and studied in lab. Organometallic and bioinorganic chemistry are emphasized in lab studies. Two hours lecture and three hours of lab per day. *Prerequisite: CHE 311. Offered each January interterm.*

**CHE 360** **1-4 hours**  
**Independent Study**

**CHE 393** **1-4 hours**  
**Practicum**

The lab uses a case study approach in which an enzyme is isolated and characterized in detail. The molecular genetics, structure, regulation, and kinetics of the enzyme are studied using a wide range of techniques. This course is designed for chemistry and biology majors with a background in organic chemistry. There will be some lecture but the primary experience will be in the lab. *Prerequisite: CHE 411 or consent of instructor. Cell biology is strongly recommended. Offered January interterm.*

An introduction to the principles of biochemistry in which conformation and biosynthesis of macromolecules, bioenergetics, molecular genetics, and techniques of separation and analysis are studied. This course is designed for chemistry and biology majors with a background in organic chemistry. Three hours of lecture per week. *Prerequisite: CHE 311 or consent of instructor. Cell biology is strongly recommended. Offered fall semesters.*

This course is a continuation of CHE 411. The emphasis is on metabolism, molecular genetics, and molecular physiology. This course is designed for chemistry and biology majors with a background in organic chemistry. Three hours of lecture per week. *Prerequisite: CHE 411 or consent of instructor. Cell biology is strongly recommended. Offered spring semesters.*

In this course students complete their senior paper, develop and present an oral presentation of this material and then defend it orally. Discussion and readings on issues related to science and faith are also included. *Prerequisite: Successful completion of fall term paper writing workshop (0 hrs. credit). Required of all chemistry seniors. Offered January interterm.*

An introduction to the kinetic-molecular theory of gases, the principles of thermodynamics, solutions, electrochemistry, and chemical kinetics. The course is



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designed for chemistry and physics majors. *Prerequisites: CHE 201 and 202 or 211 and 212; PHY 211, 212; and MAT 151, 230. Offered fall semester of even years.*

### **CHE 431L** 1 or 2 hours

#### **Physical Chemistry I Lab**

A lab course that includes vacuum techniques, thermometry and thermoregulation, calorimetry, physical characterization of solutions, and optical techniques. Students opting for two hours apply these techniques to a project. Three to six hours of lab per week. *Offered fall semester of even years.*

### **CHE 432** 3 hours

#### **Physical Chemistry II**

Emphasis on elementary principles of quantum mechanics, molecular structure, spectroscopy, and photochemistry. The course is designed for chemistry and physics majors. Three hours of lecture per week. *Prerequisites: CHE 201, 202; PHY 211, 212, and MAT 151, 230 with MAT 240, 352, and 431 strongly recommended. Offered spring semester of odd years.*

### **CHE 432L** 1 or 2 hours

#### **Physical Chemistry II Lab**

Same content as CHE 431L. Students who have taken CHE 431L for one-hour credit do a project in CHE 432L. No student may have more than two hours total lab credit from CHE 431L and CHE 432L. Three to six hours of lab per week. *Offered spring semester of odd years.*

### **CHE 450** 1-4 hours

#### **Directed Research**

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## **Communication Arts**

**Chair, Assistant Professor Pletcher; Professors Hubbard, Rousselow-Winquist, Sova; Associate Professor Keller; Assistant Professors Downs, Paul**

Within the contexts of a Christian world view, the liberal arts, and professional education, the purpose of the communication arts department is to develop students' abilities to think, listen, speak, and write clearly, analytically, critically, and creatively. Students are prepared for a wide variety of Christian ministries, graduate study, and careers in television, radio, print media, business, public relations, theatre, teaching, government, and law. In a rapidly changing communication-dominated world, a need exists for Christian communicators who can become the healing presence of Christ.

Within the communication arts department, students may select one of three majors; communication studies, mass communication/journalism, and theatre arts. Each of the majors may be combined with a minor from within the department or with a second major or minor from a different department. The bachelor of arts degree requires the completion of two years of one foreign language. The bachelor of science degree must be combined with curriculum requirements in systems analysis.

Minors are available in communication studies, mass communication/journalism, theatre arts, and public relations.

Students with writing ability, photographic skills, or artistic skills may use them in the production of these student publications: *The Echo*, a weekly newspaper which serves as a sounding board for student views and carries news, editorials, photographs, and features; *Parnassus*, an annual literary magazine that features original work of students and faculty; and *Illum*, the student-produced yearbook reflecting in photographs and copy an overview of the year at Taylor.

The division of fine and applied arts also offers an artist series featuring nationally known performers in concerts, theatre presentations, and lectures. The communication arts department also supports Taylor University Theatre, an educational, co-curricular program offering 3-4 major public theatre productions each season.

### Communication Studies

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This major emphasizes communication theory and skills (interpersonal, family, organizational, public speaking, debate, persuasion, analysis and criticism) and may be used to prepare for careers that have communication knowledge and skills as major requirements. The bachelor of arts degree with a major in communication studies requires two years of one foreign language and 41 hours from the following courses:

Departmental Core (14 hours): CAC 125, 225, 326, 388, 425, 450, CAS 110 or 120 (select course not taken to meet general education requirement).

Intrdepartmental Core (6 hours): at least one course from CAT 212, 301, 341, 362, 402, 432; at least one course from CAM 150, 240, 250, 282, 292, 320, 332, 352, 395.

Communication Studies Core (21 hours): at least two courses from CAS 331, 372, 411, the remaining course may be used to meet the core requirements; remaining courses from CAT 200, CAS 201, 261, 340, 380, 382, 411, 461; a maximum of three hours from CAS 393, 360, or 492 may be used toward this core.

The communication studies minor requires 21 hours including CAS 110 or 120 (select course not taken to meet the general education requirement), CAT 200; 15 elective hours from CAS 201, 261, 331, 340, 370, 372, 380, 382, 411, 461, CAC 425. If combined with the mass communication/journalism major or the theatre arts major, nine hours may count for both the major and the minor.

### Communication Studies/Systems

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The bachelor of science degree with a major in communications studies/systems consists of the 41 hour major and curriculum requirements in systems analysis including COS 120, 240 or 250, IAS 330, MAT 151, 382, 210 or 352, SYS 200, 390, 392, 394, 401 or 402, CAS 393 (3-4 hours); three additional systems elective hours from COS 310, 320, 382, MAT 230, 240, 372, 392, 412, 431, SYS 310, 401, 402. Courses selected for the three additional hours must be in addition to those

## **ACADEMIC PROGRAMS**

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required elsewhere in the major or systems. All systems curriculum courses must be completed with a grade of C- or better.

### **Mass Communication/Journalism**

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Core courses in radio, television, and print media are used in this major to prepare students for media-related careers, Christian ministries, and public relations. The bachelor of arts degree with a major in mass communication/journalism requires two years of one foreign language and 45 hours from the following courses:

Departmental Core (14 hours): CAC 125, 225, 326, 388, 425, 450, CAS 110 or 120 (select course not taken to meet general education requirement).

Intrdepartmental Core (6 hours): one course from CAS 201, 261, 331, 340, 372, 380, 382, 388, 411, 461; one course from theatre arts CAT 200, 212, 301, 341, 362, 402, 432.

Mass Communication/Journalism Core (25 hours): CAM 150, 250, 320, 393 (4 hours); select a minimum of two courses for a total of six hours from CAM 180, 240, 282, 292, 350, 352, 381, 395; select six hours from CAM 332 and 350 or CAM 331 and 422 or 442. Students are required to work with campus media a minimum of four semesters

The mass communication/journalism minor requires 21 hours including CAM 150, 250; 15 elective hours from CAM 180, 240, 282, 292, 320, 331, 332, 350, 352, 370, 395, 422, CAC 425. If combined with the communication studies major or the theatre arts major, nine hours may count for both the major and the minor.

### **Mass Communication/Journalism/Systems**

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The bachelor of science degree with a major in mass communications/journalism/systems consists of the 45 hour major and curriculum requirements in systems analysis including COS 120, 240 or 250, IAS 330, MAT 151, 210 or 352, 382, SYS 200, 390, 392, 394, 401 or 402, CAM 393 (3-4 hours), three additional systems elective hours from COS 310, 320, 382, MAT 230, 240, 372, 392, 412, 431, SYS 310, 401, 402. Courses selected for the three additional hours must be in addition to those required elsewhere in the major or systems. All systems curriculum courses must be completed with a grade of C- or better.

### **Theatre Arts**

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Course sequences for theatre majors offer training in all basic phases of theatre production. Students are required to participate in a minimum of one theatre production per year. The bachelor of arts degree with a major in theatre arts requires two years of one foreign language and 41 hours from the following courses:

Departmental Core (14 hours): CAC 125, 225, 326, 388, 425, 450, CAS 110 or 120 (select course not taken to meet general education requirement).

Intrdepartmental Core (6 hours): one course from CAS 201, 261, 331, 340, 372, 380, 382, 461; one course from CAM 150, 240, 250, 282, 292, 320, 332, 352, 395.

## ACADEMIC PROGRAMS

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Theatre Arts Core (21 hours): CAT 200, 212, 402, 432; three courses (nine hours) from CAT 301, 341, 362, 360, 370, 393, 492. (A maximum of three hours from CAT 360, 393, and 492.)

The theatre arts minor requires 18 hours including CAS 120, CAT 200, 212, 432, 301 or 341; one course from CAM 352, CAT 362, 370, 402. If combined with the communication studies major or the mass communication/journalism major, only nine hours may count for both the major and the minor.

### Theatre Arts/Systems

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The bachelor of science degree with a major in theatre arts/systems consists of the 41-hour major and curriculum requirements in systems analysis including COS 120, 240 or 250; IAS 330; MAT 151, 210 or 352, 382; SYS 200, 390, 392, 394, 401 or 402; CAT 393 (3-4 hours); three additional systems elective hours from COS 310, 320, 382, MAT 230, 240, 372, 392, 412, 431, SYS 310, 401, 402. Courses selected for the three additional hours must be in addition to those required elsewhere in the major or systems. All systems curriculum courses must be completed with a grade of C- or better.

### Public Relations Minor

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The public relations minor requires 21 hours including CAM 150, CAS 201, 261, CAM 320, CAS 461; two courses from CAM 332, 350, MKT 231. If combined with the communication studies major, the mass communication/journalism major, or the theatre arts major, a maximum of nine hours may count for both the major and the minor.

### Communication Arts Courses

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#### **CAC 125** 1 hours

##### **Communication Arts Seminar I: New Majors Orientation**

Explores the communication major, focusing on requirements and career options. It is designed to aid students as they prepare for both their coursework on campus, and career decisions upon graduation. *Offered fall semesters.*

#### **CAC 225** 2 hours

##### **Communication Arts Seminar II: Dimensions of Communication**

Explores definitions and models of communication from the point of view of the various dimensions of the discipline: communication studies, theatre, and mass communication. Analysis of various forms of discourse is stressed. *Offered spring semesters.*

#### **CAC 326** 2 hours

##### **Communication Arts Seminar III: Artistic and Ethical Applications**

Explores historic, traditional, and contemporary aesthetic theory and uses a case study method to explore basic ethical issues in the fields of theatre, mass communication, and communication theory. *Offered spring semesters.*



## ACADEMIC PROGRAMS

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### **CAC 388** 2 hours

#### **Communication and Culture**

The course examines the impact of cultural shifts on communication. Special emphasis is given to technological changes and developments focusing on their potential to alter communication, culture and community. These will be studied using media and rhetorical critical methodologies.

### **CAC 425** 3 hours

#### **Media and Rhetorical Criticism**

Using traditional and contemporary critical methods, media, historical and contemporary public discourse are evaluated for their aesthetic values, depictions of human nature, treatment of religious issues, and effects on society. *Offered fall semesters.*

### **CAC 450**

#### **Directed Research** 1 hour

This course uses tutorial and peer review methods to monitor student's progress in writing the senior thesis. *Prerequisite: CAC 425 Media and Rhetorical Criticism. Pass-fail only.*

### **Communication Studies Courses**

### **CAS 110** 3 hours

#### **Public Speaking**

Concentrates on the development of public speaking skills including audience analysis, library research, organization, the use of evidence to support a point of view, delivery, and listening. *Meets general education speaking requirement.*

### **CAS 120** 3 hours

#### **Interpersonal Communication**

The study of self-esteem, empathic listening, emotion, language, nonverbal behavior, conflict, and ethics in interpersonal relationships. *Meets general education speaking requirement.*

### **CAS 201** 3 hours

#### **Corporate Communication**

Focuses on the application of business communication skills. Business letters, memos, and a formal report are assigned. Five videotaped presentations are required: an oral report, team presentation, employment interview and sales presentation. *Not recommended for freshmen. Prerequisite: CAS 110. Offered spring semesters.*

### **CAS 261** 3 hours

#### **Introduction to Public Relations**

An analysis of public relations theory and practice examining public relations environments, audiences, and message strategies. *Offered spring semesters.*

## CAS 331 3 hours

A study of discussion and debate as tools for rational decision-making. Includes practical instruction in discussion leadership and educational debate. *Offered fall semesters.*

## CAS 340 3 hours

The study of the complex process of intercultural communication. The course seeks to create an awareness of culture-bound assumptions and ways to communicate more effectively with persons from other cultures. *Offered fall semesters.*

## CAS 360 1-4 hours

## Independent Study

## CAS 370 1-4 hours

## Selected Topics

**Courses offered on topics of special interest.**

## CAS 372 3 hours

## Communication for Change

A study of communication as an agent for change in various social contexts.

Focuses primarily upon the skills, methods, and ethics of persuasion. *Offered spring semesters.*

## CAS 380 3 hours

## Advanced Interpersonal Communication

Advanced interpersonal communication theory and skill development with special focus on empathic listening. *Prerequisite:* CAS 120. *Offered fall semesters.*

## CAS 382 3 hours

## Family Communication

The study of messages and meanings in contemporary family relationships, including family diversity, spousal relationships, custodial and autonomous child-parent relationships, sibling relationships, and the religious, legal, and televised messages about families. *Prerequisite:* CAS 120. *Offered spring semesters.*

## CAS 393 1-4 hours

## Practicum

Pass-fail only.

## CAS 411 3 hours

## Communication in Organizations

The study of structures and functions of communication in organizations, including contemporary understanding of traditional theoretical perspectives and the application of specific topics relevant to organizational functioning. *Offered fall semester of even years.*

## ACADEMIC PROGRAMS

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### **CAS 461** 3 hours

#### **Public Relations Writing and Production**

Emphasizes the development and application of public relations skills while working with a client. *Prerequisite: CAS 261. Offered fall semester of even years. Offered fall semesters.*

### **CAS 490** 1-2 hours

#### **Honors**

### **CAS 492** 8-16 hours

#### **Internship**

Professional semester of supervised internship in a work setting related to the major field of study. *Prerequisites: Completion of departmental core and major core courses and approval of the department faculty. Pass-fail only.*

### **Mass Communication Courses**

### **CAM 150** 3 hours

#### **Basic Reporting for the Media**

A beginning course in covering beats, reporting, and writing news through the use of an electronic journalism laboratory. *Offered fall semesters.*

### **CAM 180** 1 hour

#### **Campus TV Studies**

Introduces students to television production techniques through practical, hands-on experiences working on Taylor Cable Service programs. Requires up to 40 hours per semester participation. *May be repeated once.*

### **CAM 240** 3 hours

#### **Photojournalism**

Focuses on the use of photography in print media. Students learn to compose, take, process, and caption photographs for use in journalism and public relations. *Students must provide their own SLR 35mm cameras. Offered fall semester of odd years.*

### **CAM 250** 3 hours

#### **Mass Media**

Examines the role of mass media in society and its impact upon education, religion, business, and politics.

### **CAM 282** 3 hours

#### **Television Production**

Theory and production aspects of television including application of production principles in actual directing situations. *Offered fall semesters.*

**CAM 292** 3 hours

**Radio Production**

Theory and production aspects of radio including radio personality development and the application of production principles in a variety of radio programming situations. *Offered fall semesters.*

**CAM 300** 1-2 hours

**Media Laboratory**

Two hours of credit may be earned per semester by students holding the top leadership positions in authorized campus communications - newspaper, yearbook, radio station, and cable television. One hour of credit may be earned per semester by those holding secondary media positions approved by the faculty advisor and CA Department chair. A maximum of six hours, including CAM 300 and ENG 300, may count toward graduation. Media laboratory credit hours do not meet the major requirements in the communication arts department. *Prerequisite: Permission of the communication arts department chair.*

**CAM 320** 3 hours

**Advanced Reporting**

An advanced course that emphasizes in-depth reporting. A practical, hands-on course focusing on interview techniques, research methods, Internet resources, the Freedom of Information Act, and other investigative tools for today's journalist.

*Prerequisite: CAM 150. Offered spring semesters.*

**CAM 331** 3 hours

**Advanced Television Production**

Advanced study and practice of television production including electronic editing and remote production techniques. *Prerequisite: CAM 282. Offered spring semesters.*

**CAM 332** 3 hours

**Desktop Publishing**

This course exposes students to design principles and the latest trends in desktop publishing. In addition to learning the basics of design, students will learn how to use relevant software packages.

**CAM 350** 3 hours

**Writing for Advertising**

A writing course for the preparation of newspaper, magazine, radio, and television advertising copy and commercials. Designed for communication arts majors but open to others as enrollment permits. *Not open to freshmen. Offered fall semester of odd years.*

**CAM 352** 3 hours

**History and Criticism of Film**

A survey of American film history, artistic growth, and early influences and techniques of film-making. Critical principles for viewing films are emphasized. *Offered spring semester of odd years.*



## ACADEMIC PROGRAMS

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**CAM 360** 1-4 hours

**Independent Study**

**CAM 370** 1-4 hours

**Selected Topics**

Courses offered on topics of special interest.

**CAM 381** 3 hours

**Video Graphics**

An introductory course relating to the creation of computer generated graphics, both static and animated, with specific focus on their relationship to television production. A hands-on, application-based course combining demonstration and lab time.

**CAM 393** 1-4 hours

**Practicum**

Pass-fail only.

**CAM 395** 3 hours

**Broadcast Scriptwriting**

Offers training and practice in writing scripts for radio and television including scripting forms, approaches, and techniques required for the writing of effective scripted material. *Offered spring semesters.*

**CAM 422** 3 hours

**TV Directing**

Theory and practice of advanced studio and remote directing in programs of varying complexity and length. *Prerequisites: CAM 282 and CAM 331. Offered spring semester of odd years.*

**CAM 442** 3 hours

**Applied Telecommunication Strategies**

The integration of television production skills as applied to client-centered projects, industrial and educational television, cablecasting, and computerized editing.

*Prerequisite: CAM 331. Offered spring semesters.*

**CAM 490** 1-2 hours

**Honors**

**CAM 492** 8-16 hours

**Internship**

Professional semester of supervised internship in a work setting related to the major field of study. *Prerequisites: Completion of departmental core and major core courses and approval of the department faculty. Pass-fail only.*

## ACADEMIC PROGRAMS

### Theatre Arts Courses

**CAT 200** **3 hours**

## Oral Interpretation of Literature

Study and practice of personal-spiritual involvement with literature through the application of basic techniques of literary analysis and oral reading. *Meets general education literature requirement. Offered fall semesters.*

**CAT 212** **3 hours**

## Acting

Study of the theories and principles of acting as an art, approached through a Christian perspective of life and the human situation. Practical application of performance techniques and character development are provided through laboratory theatre experiences. *Corequisite: PHP 200J. Offered spring semesters.*

**CAT 301** **3 hours**

## Advanced Oral Interpretation of Literature

Advanced study and application of the techniques of literary analysis and oral reading. Readers' theatre is emphasized with laboratory experience provided.

*Prerequisite: CAT 200 or permission of instructor. Offered fall semester of odd years.*

**CAT 341** **3 hours**

## Stagecraft and Design

Emphasis given to the technical phases of play production including design theory and practice with projects in set construction, lighting, and makeup. Work on theatre productions provides practical experience. *Offered fall semester of even years.*

**CAT 360** **1-4 hours**

## Independent Study

**CAT 362** **3 hours**

## Religion and Theatre

A study of the distinctions and correlations among secular, religious, and "Christian" drama with particular emphasis placed on religious-literary criticism.

*Offered spring semester of even years.*

## CAT 370 1- 4 hours

## Selected Topics

Courses offered on topics of special interest.

**CAT 393** **1-4 hours**

## Practicum

Pass-fail only.

## ACADEMIC PROGRAMS

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### **CAT 402** 3 hours

#### **Contemporary American Theatre**

A study of selected twentieth-century American theatre movements, people, and dramatic literature from 1960 to the present. *Offered fall semester of odd years.*

### **CAT 432** 3 hours

#### **Play Directing**

Study of the theories and principles of directing as an art approached through a Christian perspective of life and the human situation. Emphasis is given to play analysis with practical application provided through laboratory theatre experience.

*Prerequisite: CAT 212 or permission of instructor. Offered spring semesters.*

### **CAT 490** 1-2 hours

#### **Honors**

### **CAT 492** 8-16 hours

#### **Internship**

Professional semester of supervised internship in a work setting related to the major field of study. *Prerequisites: Completion of departmental core and major core courses and approval of the department faculty. Pass-fail only.*

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## **Computing and System Sciences**

**Chair, Professor Toll; Professors Adkison, Diller, White; Associate Professors Aguilar, Brandle; Assistant Professor Geisler; Instructor Cramer**

The purpose of the computing and system sciences department is to assist in the education of men and women so that upon graduation they are committed Christians, eager to serve Christ, conversant with all areas of knowledge included within the liberal arts, well-trained and experienced in computer science and systems analysis, and highly motivated to contribute to society.

### **Computer Science**

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The bachelor of arts degree with a major in computer science requires the completion of two years of one foreign language and 71-72 hours in the major including a 52-hour core and a 19-20 hour application field in one of five concentration areas. The 52-hour core requires COS 120, 250, 252, 264, 311, 320, 331, 340, 341, 381, 393 (4 hours), 421, 493, MAT 151, SYS 200, MAT 210 or 352. The requirements for the 19-20 hour concentration include:

Business Information Systems: COS 240, 310, 312, 382, SYS 352, MGT 350, ACC 241.

Graphics: COS 310, 312, 350, 351, 382, 424, 425.

Intelligent Systems: COS 280, 310, 351, 380, SYS 352, 411, MAT 230 or PSY 420 or PSY 441.

Scientific Computing: COS 310, 312, 382, MAT 230, 240, 372.

## ACADEMIC PROGRAMS

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Integrated: COS 240, 280, 310, 312, 350, 382, SYS 352.

Included in the courses listed is a "distributed course" in parallel processing. Seven topics central to parallel processing are included formally in 15 of the COS courses. The time spent is equivalent to at least a three-hour course.

Enrollment in this major is limited to qualified students at time of application. Majors must have a 2.20 cumulative GPA by the time they reach sophomore status, a 2.30 by the time they become juniors, and a 2.40 when they obtain senior standing.

Majors are required to pass a comprehensive examination during their senior year. This examination consists of two parts: a programming project and an oral examination. Majors are also required to develop a portfolio of outstanding projects over their years in residence.

A computer science minor requires 31 hours including COS 120, 250, 252, 264, 311, 331, 341, SYS 200, 390; one course from COS 240, 280, 350 or SYS 394.

### **Computer Science/Systems**

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The bachelor of science degree with a major in computer science/systems consists of the 71-72 hour major requirement and curriculum requirements in systems analysis including IAS 330, MAT 382, SYS 390, 392, 394, 402; and three additional systems elective hours from COS 310, 382, MAT 230, 240, 372, 392, 412, 431, SYS 310, 401. The three additional hours must be in addition to those required elsewhere in the major or systems. The systems curriculum courses must be completed with a grade of C- or better.

Included in the courses listed is a "distributed course" in parallel processing. Seven topics central to parallel processing are included formally in 15 of the COS courses. The time spent is equivalent to at least a three-hour course.

Enrollment in this major is limited to qualified students at time of application. Majors must have a 2.20 cumulative GPA by the time they reach sophomore status, a 2.30 by the time they become juniors, and a 2.40 when they obtain senior standing.

Majors are required to pass a comprehensive examination during their senior year. This examination consists of two parts: a programming project and an oral examination. Majors are also required to develop a portfolio of outstanding projects over their years in residence.

### **Computer Graphic Arts**

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The bachelor of arts degree with a major in computer graphic arts requires two years of one foreign language and 58-60 hours divided between the two disciplines.

Art (30-32 hours): ART 101, 151, 251, 255 (or competency), 271, 351, 353, 356, 451, 382, 482, 483; select one art history from ART 213, 313, 316, 413.



## **ACADEMIC PROGRAMS**

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Computer Science and Systems (28 hours): COS 120, 250, 264, 311, 325, 350, 393 (4 hours), 493, SYS 200.

Specific requirements include (1) an exhibition during the senior year, (2) a practicum (work experience) in a setting where artistic talent and technical skills are utilized and improved, (3) passing a comprehensive exam during the senior year that consists of three parts: a portfolio development project, an oral exam, and the exhibition.

Enrollment in this major is limited to qualified students at time of application. Majors must have a 2.20 cumulative GPA by the time they reach sophomore status, a 2.30 by the time they become juniors, and a 2.40 when they obtain senior standing.

### **Computer Graphic Arts/Systems**

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The bachelor of science degree with a major in computer graphic arts consists of the 58-60 hour major requirement and curriculum requirements in systems analysis including IAS 330, MAT 151, 210 or 352, 382, SYS 390, 392, 394, 401 or 402; three additional systems elective hours from COS 310, 382, MAT 230, 240, 372, 392, 412, 431, SYS 310, 401, 402. The three additional hours must be in addition to those required elsewhere in the major or systems. The systems curriculum courses must be completed with a grade of C- or better.

Specific requirements include (1) an exhibition during the senior year, (2) a practicum (work experience) in a setting where artistic talent and technical skills are utilized and improved, and (3) passing a comprehensive exam during the senior year that consists of three parts: a portfolio development project, an oral exam, and the exhibition.

Enrollment in this major is limited to qualified students at time of application. Majors must have a 2.20 cumulative GPA by the time they reach sophomore status, a 2.30 by the time they become juniors, and a 2.40 when they obtain senior standing.

### **Computer Engineering**

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Computer engineering is an interdisciplinary major offered jointly with the physics department and administered by the computing and system sciences department. This major prepares students for employment and/or graduate programs involving robotics, biomedical implants, smart instrumentation, telecommunications, supervisory control and data acquisition systems, and other complex hardware-software systems.

The bachelor of science degree with a major in computer engineering requires 98 hours. The courses from physics and engineering total 37 hours and include PHY 211, 212, 321, 331, ENP 252, 321, 330, 332, 352, 431. The courses from computer science and systems total 41 hours and include SYS 200, 402, COS 120, 250, 252, 311, 320, 393 (4 hours), 340, 351, 381, 421, 493. The courses from mathematics total 20 hours and include MAT 151, 230, 240, 352, 431.

Enrollment in this major is limited to qualified students at time of application. Majors must have a 2.20 cumulative GPA by the time they reach sophomore status, a 2.30 by the time they become juniors, and a 2.40 when they obtain senior standing.

Majors are required to pass a comprehensive examination during their senior year. This examination consists of two parts: a programming project and an oral examination. Majors are also required to develop a portfolio of outstanding projects over their years in residence.

### **Systems**

#### **Program Director, Professor Adkison**

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The purpose of the systems curriculum, combined with the courses in his/her major and the general education curriculum, is to prepare a student to acquire the knowledge and skills of a systems analyst. A systems analyst attempts to help an organization solve a problem, take advantage of an opportunity, or follow a directive coming from upper management, ownership, or the government in an effective and efficient manner. Analysts play a significant role in organizational development and operation of systems. In order to do so, they assist and frequently lead the effort to plan, analyze, design, implement, and support the systems and improvements to them.

Systems analysts are required to know about information technology and its uses, how and why the organization functions, and the environment in which the organization carries out its mission. Analysts must also possess skills that allow them to speak and write effectively, work with others in projects, and be able to solve problems both in an individual and group setting.

Systems may be combined with any baccalaureate major. Graduates have used what they have learned in systems in a variety of arenas, including those work-related and those of further formal education. For example, computer science graduates have designed computer-related solutions to take advantage of the interconnectiveness of businesses that the Internet allows; business administration graduates have analyzed companies for their roles in the global business environment to determine if investment in them is wise for their clients; and accounting graduates have assisted organizations and individuals in making intelligent systematic decisions regarding federal, state, and local taxes. Others have used their systems knowledge in their endeavors in graduate school. For example, psychology graduates have used what they learned in advanced statistics to conduct their graduate statistical studies regarding human behavior; chemistry and physics majors have designed research projects more efficiently; and mathematics majors have applied their knowledge in studies of actuarial science.

Students choosing a career in systems analysis may combine any baccalaureate major with the systems analysis curriculum. The systems curriculum requirements are COS 120, 240 or 250 (choice depends on major), IAS 330, MAT 151, 382, 210 or 352 (choice depends on major), SYS 200, 390, 392, 401 or 402, 393 (3 to 4 hours in the major), 394; three additional hours from the following: COS 310, 320, 382,

MAT 230, 240, 372, 392, 412, 431, SYS 310, 401 or 402 (choice depends on major). Courses selected for the three additional hours must be in addition to those required elsewhere. All courses required by the systems curriculum must be completed with a grade of C- or better.

## Associate of Arts Degree in Management Information Systems

The degree program requires 67-69 hours and must include IAS 101, 110, ENG 110, BIB 110, 210, COS 104 or 106, HUM 230 or ENG 230 or 240 or 250, PHP 100, 200 (1 hour), ACC 241, 242, MGT 350, CAS 110 or 120, COS 120, 240, 250, 393 (4 hours), IAS 330, MAT 110 or 151, 210, SYS 200, 390, 392, and 394. For those students planning to proceed to a baccalaureate degree, MAT 110 will not meet the systems requirement for the baccalaureate degree.

**COS 104**                      **2 hours**  
**Computing and Information Concepts**

**COS 106**                      **2 hours**  
**Computing and Information Concepts**

120



A gentle introduction to the basic concepts of computer programming. Topics include operating system functions, algorithm design, basic data and control structures, and debugging techniques. Intended for those with minimal programming background. Two hours of lecture and two hours of lab per week. *Does not count as a general education requirement or toward the computer science or systems programs.*

Problem solving and computer programming are stressed. Algorithms for text processing, information retrieval, mathematical manipulation, sorting, file handling, and introductory data structures are presented. Good algorithm design, style, program structure, documentation, code reading, and introductory software engineering techniques are emphasized. Three hours of lecture and two hours of lab per week. *Does not count as a general education requirement.*

A survey and in-depth study of technology applied to Christian missions. Theory and issues in application are developed. Field trips to observe and interact with mission organizations may be included as well as a project orientation. *Prerequisite: One course in computer science.*

The file types and data structures typically found in business information systems are investigated. Students are given the opportunity to implement various solutions using structured concepts in business application programming exercises. Maintenance is stressed. Most commonly used features of the Visual Basic language along with GUI capabilities are presented and practiced. *Prerequisite: COS 120.*

Sorting algorithms and computational complexity are introduced. Data structures such as linked lists, stacks, queues, and trees are studied. An object-oriented programming approach is taught. The C++ language is used with the UNIX operating system. Three hours of lecture and two hours of lab per week.  
*Prerequisite: COS 120.*



## ACADEMIC PROGRAMS

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### **COS 252**

**3 hours**

#### **Discrete Structures**

Elements of discrete mathematics important as a foundation for computer science are studied. Topics include counting principles, functions, sets, recursion, computability, combinatorics, Boolean algebra and logic, graphs, difference equations, number systems, and numeric representation. *Prerequisites: COS 120 and MAT 151.*

### **COS 264**

**3 hours**

#### **Interactive Application Development**

Design and implementation and considerations for interactive computer applications are studied. Multiple languages and tools are used to develop applications for PC, UNIX, and WWW environments. Topics include web interaction, communications, and security, web server and client/server applications, programming, GUI design, and event driven Windows programming. C++, Perl, Java, and other tools are utilized. *Prerequisite: COS 250.*

### **COS 280**

**3 hours**

#### **Introduction to Artificial Intelligence**

A survey of the entire field of artificial intelligence. Major areas of exploration include search, logic, learning, knowledge representation, problem solving, natural language processing, computer vision, robotics, expert systems, and neural networks. An introduction to LISP is included. *Prerequisite: COS 250.*

### **COS 310**

**1 hour**

#### **Current Literature Survey**

A survey of current literature in computer science. Emphasis is placed on the need to develop regular habits of journal reading. Students lead discussions on papers and topics of interest. The Internet is accessed for technical information.

### **COS 311**

**1 hour**

#### **Ethics in Computer Science**

A study of the ethical implications of computers in society and the role of Christians as computer science professionals. Several of the major ethical issues in the field such as privacy, piracy, liability, equity, and whistle-blowing are explored. The ethical concerns of computer science and systems analysis and their relationship to one's faith are an integral part of this course.

### **COS 312**

**3 hours**

#### **Visualization and Geographic Information Systems**

A study of the process and practice of visualizing data in order to discover relationships and meaning. Visualization systems used for scientific visualization, data visualization, or information visualization and geographic information systems used for spatial data analysis are discussed. Topics include data collection and processing, data modeling and representation, users and interactions, and presentation of results. Team projects are done using professional software.

### **COS 320** 3 hours

#### **Algorithm Design**

Algorithms and related data structures from a variety of areas are examined and analyzed. Parallel processing paradigms are studied and applications are developed on several parallel platforms. Theoretical topics such as complexity models, finite state machines, and program correctness are introduced. *Prerequisite: COS 250.*

### **COS 325** 3 hours

#### **Animation**

An overview of the animation process from the perspectives of computer science and video animation. The first portion of the course will meet with COS 425 and cover animation and related concepts through the use of a professional level animation package to illustrate underlying principles. The second portion of the course involves independent creation of a significant animation project. Does not count for credit toward COS major. *Prerequisite: COS 350.*

### **COS 331** 3 hours

#### **Data Communications**

A study of the nature and applications of data communications in use today. Fundamental concepts of types, modes, and media of transmission are studied. Communication protocols and their encompassing architectures are analyzed and compared. Practical applications of data communications concepts is demonstrated through networking projects and development of communications software. *Prerequisite: COS 250.*

### **COS 340** 3 hours

#### **Software Engineering**

A study of the concepts, procedures and tools of large system software project development including project estimation and management, software technical metrics, configuration management and software testing. Concepts of software engineering are introduced using the development of a large software system as an instructional tool. The project is designed and its development managed using the tools and techniques examined in the course. *Prerequisite: COS 250.*

### **COS 341** 4 hours

#### **Database Concepts**

A study of the basic nature and application of databases in use today. The physical representation of databases, the E-R (entity, relationship, attribute) models used in designing a database, commercially available database management systems, and the factors involved in implementing and using a database are examined. Students work with a database tool such as MS Access and an SQL server in projects requiring the writing of programs. *Prerequisite: COS 250.*

### **COS 350** 3 hours

#### **Computer Graphics**

An introductory course in computer graphics with an emphasis on 3D image production using a variety of approaches including ray-tracing, and OpenGL

## ACADEMIC PROGRAMS

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programming. Basic algorithms and data structures are introduced. *Prerequisite: COS 250.*

### **COS 351** 3 hours

#### **Computer Vision**

A study of the fundamental concepts of digital image acquisition, enhancement, representation, analysis, and understanding. Covers hardware components, software design, current systems and applications. *Prerequisite: COS 250. Offered fall semester of odd years.*

### **COS 360** 1-4 hours

#### **Independent Study**

### **COS 370** 1-4 hours

#### **Selected Topics**

*Prerequisites: Two courses in computer science.*

### **COS 380** 3 hours

#### **Natural Language Processing**

A study of the automation of human communication abilities, covering both textual and vocal aspects. Major topics include language understanding, representation, enhancement, generation, translation, and speaker/author recognition. LISP is reviewed. *Prerequisite: COS 280. Offered fall semester of even years.*

### **COS 381** 3 hours

#### **Computer Organization**

An introduction to the hardware of the modern computer and the architectural issues involved in computer design. The study of machine instruction sets and assembly language programming assignments are used to illustrate concepts. Specific topics include instruction sets, arithmetic and logic, addressing modes, memory systems, subprograms, RISC computers and parallel processing hardware. *Prerequisite: COS 250.*

### **COS 382** 3 hours

#### **Language Structures**

A study of the features and implementation issues of programming languages including a survey of multiple languages. Grammars, syntax, semantics, translation, lexical analysis, and parsing are introduced. *Prerequisite: COS 250.*

### **COS 393** 4 hours

#### **Practicum**

*Grade only.*

### **COS 421** 3 hours

#### **Operating Systems**

A study of the design considerations of computer operating systems and their interaction with hardware features. Topics covered include process management, storage management, protection and security, and distributed systems. Parts of a

## ACADEMIC PROGRAMS

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functional operating system are written. *Prerequisite: Two COS courses above COS 250.*

### **COS 424** **3 hours**

#### **Surfaces and Modeling**

An advanced graphics course with emphasis on curve and surface representation and geometric modeling. Mathematics and algorithms are studied. Topics include Bezier and B-spline curves and surfaces, constructive solid geometry and other solid modeling techniques. *Prerequisite: COS 350.*

### **COS 425** **3 hours**

#### **Advanced Rendering and Animation**

An advanced graphics course with emphasis on advanced techniques for image rendering and basic concepts of animation. Mathematics and algorithms are studied. Topics include light and illumination models, ray tracing, methods to enhance realism, and standard animation techniques. The first portion of the course will meet with COS 325 and cover animation and related concepts through the use of a professional level animation package to illustrate underlying principles. *Prerequisite: COS 350.*

### **COS 450** **1-4 hours**

#### **Directed Research**

Independent or small group projects. *May be taken by any COS major with instructor approval.*

### **COS 490** **1-2 hours**

#### **Honors**

### **COS 493** **3 hours**

#### **Computer Science Senior Capstone**

This course is designed to exercise each senior's technical analysis, design, and development skills and showcase their documentation and presentation skills. Two weeks are devoted to completing a project specific to their concentration. One week focuses on course review culminating in an oral examination. One week is spent off-campus strengthening interpersonal relationship skills and examining topics critical to leading a balanced life.

## ***Systems Courses***

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### **SYS 200** **3 hours**

#### **Basic Systems**

An introduction to systems concepts and the basic tools of systems analysis and design. Topics include the system development life cycle, decision-making, project planning and control, philosophical foundations, and selected applications of systems techniques in the student's major, including cost benefit analysis.



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### **SYS 310** 3 hours

#### **E-Commerce**

This course examines the development of and future prospects for electronic commerce. It focuses on the use of electronic transmissions to engage in exchange of products and services. Students will consider the emerging changes in business brought on by e-commerce. They will explore the dynamics of technical innovations as well as the organizational and societal consequences of moving commerce electronically. They will also evaluate the operations of a variety of web-based businesses. Guest speakers from industry will lecture regarding the technical, economy, and political/regulatory aspects of e-commerce. *Prerequisites: SYS 200, COS 240 or 250.*

### **SYS 352** 3 hours

#### **Knowledge Based Systems**

Prominent knowledge-based system approaches are introduced including crisp production rule systems and fuzzy logic systems. Principles of knowledge acquisition are taught and applied. Various forms of knowledge representation are experienced including rules, nets, frames, and predicate logic. Programming is primarily in CLIPS and ECLIPSE. *Prerequisites: COS 250 and SYS 200.*

### **SYS 360** 1-4 hours

#### **Independent Study**

### **SYS 370** 1-4 hours

#### **Selected Topics**

### **SYS 390** 3 hours

#### **Information Systems Analysis**

Development of knowledge and skills needed to conduct the planning and analysis phases of the software development life cycle. Information gathering, data and process modeling, and specification of system requirements using a business event methodology are emphasized along with project management techniques. A corporate-like project is begun in this course and completed in SYS 394. *Prerequisites: COS 120 or 250 and SYS 200.*

### **SYS 392** 1 hour

#### **Systems Seminar**

The integration of systems topics with an emphasis on current development in many disciplines. Guest, faculty, and student presentations plus occasional panel discussions provide the format. May be taken twice. *Prerequisite: SYS 200.*

### **SYS 394** 3 hours

#### **Information Systems Design**

This course explores how to construct an information system to best satisfy the documented requirements. All required inputs, software programs, outputs, and files as well as manual procedures are designed using a business event methodology. Internal and external system controls are defined to assure system reliability. Management and end-user involvement and design documentation are emphasized.

The project begun in SYS 390 is designed and implemented using a three-tier client/server architecture. *Prerequisite: SYS 390.*

**4 hours**

## Operations Research

Examination of mathematical techniques used in systems analysis including mathematical programming, probability models, optimization, and statistical techniques with an emphasis on applications using computer assisted instruction.

*Prerequisites: The following courses (or their approved substitutes) must have been completed with a grade of C- or better: SYS 200, COS 120, 240 or 250, MAT 210 or 352, MAT 151 and 382. (MAT 382 may be taken as a corequisite.)*

**SYS 402**

**4 hours**

## Modeling and Simulation

A study of mathematical modeling and simulation methods, focusing on discrete systems. A variety of simulation languages are reviewed, but MODSIM is used extensively. Many applications are surveyed and group term projects are carried out. *Prerequisites:* The following courses (or their approved substitutes) must have been completed with a grade of C- or better: SYS 200, COS 120, 240 or 250, MAT 210 or 352, MAT 151 and 382.

**SYS 411**

### 3 hours

## Machine Learning

Classification learning systems of various types are explored. These include statistical pattern recognition, neural networks, genetic algorithms, and methods for inducing decision trees and production rules. Existing systems are reviewed. Group term projects allow development of and experimentation with a system of interest.

*Prerequisite: COS 280.*

## Earth and Environmental Sciences

**Chair, Professor Squiers; Professors Guebert, Rothrock; Instructor R. Reber**

The department of earth and environmental science is housed in the state-of-the-art Randall Environmental Center located on 65 acres of preserved natural area adjacent to the main campus. The environmental science program offers students the opportunity to enhance their liberal arts education with a cluster of specialized courses designed to provide the knowledge, skills, and conscience necessary for environmental decision-making in a complex and rapidly changing world. Courses focusing on practical problem-solving methodologies add depth, utility, and perspective to a variety of fields of study. Student research is strongly encouraged and has been supported by nearly \$500,000 in external funding over the last 5 years.

An environmental science integrated major provides excellent preparation for graduate education and/or job placement in environmental science, ecology, wildlife biology, environmental chemistry, environmental geology, marine biology, forestry, environmental law and policy, pollution monitoring and control, systems protection, environmental management, technical missions, and environmental ethics. In

## ACADEMIC PROGRAMS

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addition to preparation for the Graduate Record Exams (GRE), environmental science degree programs also serve as excellent preparation for the LSAT (law school entrance exam) and GMAT (MBA entrance exam).

The department coordinates five integrated majors: environmental biology, environmental geology, chemistry-environmental science (see listing under chemistry), math-environmental science (see listing under mathematics), and environmental engineering (see listing under physics). In addition, students in a wide range of majors may choose to develop a variety of practical scientific skills and explore the concepts of environmental stewardship by adding a minor in environmental science.

Several important changes in Taylor University's environmental science programs are anticipated during the academic year covered by this catalog. These include: new opportunities for applied study in third world settings and an association with the Black Hills Science Station in South Dakota.

A Master of Environmental Science degree is offered in addition to the bachelor of science degrees described below. Qualified Taylor University students may participate in an accelerated 4+1 option, thus earning both the bachelor and master degrees in five years. Please see our web page [www.tayloru.edu/upland/departments/envscience/](http://www.tayloru.edu/upland/departments/envscience/) or contact the Program Chair for more information.

### **Environmental Biology**

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Environmental biologists work to understand the living resources of the earth and their relationship to the physical environment. The environmental biology major is designed to prepare students for careers in ecology, natural resource management, forestry, wildlife science, marine science, regional planning and environmental protection. Many students also use this major as the first step toward a career in environmental law and policy.

The bachelor of science degree with a major in environmental biology requires a minimum of 73 hours including:

Environmental Science (30-31 hours): ENS 204, 231, 383, 402; plus 12 hours of ENS electives from ENS 241, 341, 351, 361, 362, 363, 370, 475, CHE 320 and 320L; plus 2-3 hours of ENS 393.

Biology (26 hours): BIO 103, 104, 301, 304, 307, 441, 471.

Required Electives (17 hours): CHE 201, 202, MAT 210, POS 331.

Further course work in writing, math, computer science, and chemistry is strongly recommended and should be selected based on the student's choice of career path. Appropriate course substitutions may be made with permission from the chair of the environmental science department.

### **Environmental Geology**

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Environmental geologists work to understand the interactions between the geological environment and human activities. The environmental geology major is



designed to prepare students to be wise caretakers of the earth's resources and physical environment. They work to solve problems associated with earth resources recovery and reclamation, water resources development and protection, waste management and safe disposal, and natural hazards such as floods, erosion, earthquakes, and volcanoes.

**Environmental Science (30-32 hours):** ENS 231, 351, 383, 402; plus 12 hours of upper-level ENS electives from ENS 340, 370, 475, CHE 320 and 320L; plus 2-4 hours of ENS 393.

**Required Electives (17 hours):** CHE 201, 202, MAT 210, POS 331.

## Environmental Science Minor

A minor in environmental science may be added to either baccalaureate degree in any major offered by the university with the exception of programs that have approved integrated environmental science majors. The minor requires 19-20 hours including ENS 200 or 231, 383, 402; two courses from ENS 204, 241, 351. Appropriate course substitutions may be made with permission of the chair of the department. This minor is especially appropriate for students wishing to pursue careers in law, journalism, education, or business.

**ENS 200** **3 hours**

Introduction to ecological principles and human impacts on the environment. Issues studied include population dynamics, natural resources, pollution problems, and environmental ethics. Lab exercises focus on experimental ecology and the basic techniques used to describe and measure environmental quality. *Meets the general education life science requirement. Environmental biology and environmental geology majors should elect ENS 231 rather than ENS 200.*

**ENS 201** **4 hours**

Introduction to Earth's materials, processes and history as discovered through field observations of minerals, rocks, fossils, strata, caves, rivers, canyons, and mountains. Emphasis is placed on field experiences and observations, complemented by study of maps, laboratory work and discussions. Course is offered



only in the summer at the Black Hills Science Station near Rapid City, South Dakota.

issues such as economic development, energy, food, and population. Global interdependence is stressed. The academic perspective is interdisciplinary, and the geographic focus is non-North American. Three hours of lecture and two hour discussion section per week. *Prerequisite: ENS 200 or 231.*

### **ENS 341** **4 hours**

#### **Earth Materials**

Basic principles of mineralogy and petrology, with emphasis placed on description, identification, classification, and interpretation of rock-forming minerals and the igneous, sedimentary, and metamorphic rocks they comprise. Also includes origin and occurrence of earth materials and their uses in economic and environmental contexts. Lab emphasizes observation of hand specimens and some thin-sections. Three hours of lecture and the equivalent of two hours of lab per week including field trips to selected locations throughout the state. *Prerequisite: ENS 241 or permission from the instructor.*

### **ENS 351** **4 hours**

#### **Environmental Survey Techniques**

Basic environmental survey techniques are discussed and applied in field situations. Topics include: basic map properties; interpretation of topographic maps and aerial photographs; basic mapping and surveying by traditional and Global Positioning Systems techniques; acquisition of remotely-sensed satellite data; and data analysis by geographic information systems. Applications given for the analysis of climate, soils, hydrology and vegetation for land use planning. Three hours of lecture and two hours of lab per week. *Prerequisites: ENS 200, 231 or 241. Meets the general education earth science requirement.*

### **ENS 360** **1-4 hours**

#### **Independent Study**

### **ENS 361** **4 hours**

#### **Geomorphology**

An applied approach to the study of earth surface processes and the landforms they produce. Topics include processes and landforms associated with: weathering, mass wasting, rivers, karst, tectonics, glaciers, shorelines, wind. Emphasis placed on environmental and land-use applications. Field and lab assignments include qualitative descriptions and quantitative measurements from fieldwork, topographic and geologic maps, and aerial photographs. Three hours of lecture and two hours of lab per week. *Prerequisite: ENS 241 or permission from the instructor.*

### **ENS 362** **4 hours**

#### **Hydrogeology**

Basic processes and measurement of the hydrologic cycle including precipitation, evaporation, surface runoff, stream flow, soil moisture, and groundwater. Emphasis placed on groundwater, including; aquifer characteristics, principles of flow, conceptual models of regional flow, geology of occurrence, well hydraulics, chemistry and quality, detection of pollutants, contaminant transport and

## ACADEMIC PROGRAMS

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remediation, and resource development. Three hours of lecture and two hours of lab per week. *Prerequisites: ENS 241 or permission from the instructor.*

### **ENS 363** **4 hours**

#### **Applied Geology and Environmental Planning**

The application of principles from surficial geology and hydrology in the recognition, assessment, and mapping of environmental geo-hazards in the context of environmental planning. Topics include hazards and land-use analysis of soils, slopes, floods, groundwater, coasts, and tectonic activities. Three hours of lecture and two hours of lab per week. *Prerequisite: ENS 241 or permission from the instructor.*

### **ENS 370** **1-4 hours**

#### **Selected Topics**

### **ENS 383** **4 hours**

#### **Environmental Ethics**

An in-depth discussion of the ethical implications of major environmental problems such as world population and food supply, inequities in land and resource distribution, animal rights, materialism and personal life styles, and exploitation vs. stewardship of the environment. Three hours of lecture and a discussion section per week. *Prerequisite: junior/senior ENS majors or permission from the instructor.*

### **ENS 393** **1-4 hours**

#### **Practicum**

### **ENS 402** **4 hours**

#### **Environmental Law and Policy**

Lectures introduce the major elements of U.S. environmental law including the NEPA, EIS, CAA, CWA, RCRA, CERCLA, TSCA, FIFRA, and CRTK. The administrative process, cost/benefit analysis, and the role of litigation in enforcement are also discussed. Presentation techniques and debate skills are introduced. Three hours of lecture and a discussion section per week. *Prerequisite: senior environmental science majors and minors or permission from the instructor.*

### **ENS 450** **1-4 hours**

#### **Directed Research**

### **ENS 475** **4 hours**

#### **Systems Ecology**

The principles of systems theory are introduced in an integrated study of the development, dynamics, and disruption of natural ecosystems. Theoretical, analytical, and experimental aspects of ecosystems are explored. Students are introduced to the use of microcomputers as a tool in ecosystem modeling. *Prerequisite: ENS 204 and one course in college-level mathematics or computer science.*

**ENS 490****1-2 hours****Honors**

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***Geology Courses***

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**GEO 240****3 hours****Introduction to Geology**

A basic course dealing with the fundamental concepts of physical and historical geology. Three hours of lecture and two hours of lab per week. *Meets the general education earth science requirement.*

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**Education**

**Chair, Associate Professor Tyner; Professor Kitterman; Associate Professors Abebe, Armstrong, Medows, Siler; Instructors Macomber, R. Moore**

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**Introduction**

Taylor University seeks to develop competent, caring, and reflective teachers prepared for world service. The belief that teachers who have experienced a vigorous professional preparation within the framework of evangelical Christian values will have a profound influence on the students they teach in public, private and/or overseas schools pervades the education program approach. A comprehensive liberal arts curriculum provides the foundation for subject matter competence as well as lifelong learning, leadership, and continued growth in the teaching profession. The department of education cooperates with other departments to ensure the development of high quality general education and major fields of study. Taylor University's teacher education program is accredited by NCATE (the National Council for Accreditation of Teacher Education) and the Indiana Professional Standards Board. Admission to, retention in, and completion of an approved teacher education program at Taylor University is coordinated by the director of teacher education.

Students seeking teaching certification may fulfill the requirements while earning either a bachelor of arts or bachelor of science degree. The bachelor of arts degree requires the completion of two years of one foreign language. The bachelor of science degree must be combined with curriculum requirements in education.

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**Advisement**

Students wishing to explore or prepare for the teaching profession should become involved in the teacher education program as early as possible in their college careers. It is advised that initial steps be taken as an entering freshman or as soon as possible after entering Taylor. Upon declaring a major area of study (elementary or secondary), the student is assigned an academic advisor. This academic advisor continues to advise the student throughout the entire program. However, by use of the curriculum guide for the chosen area of study, much of the student's planning may be self-directed. Curriculum guides containing course requirements for all teacher education programs offered at the university may be obtained from the



## **ACADEMIC PROGRAMS**

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department of education. The Teacher Education Program Student Handbook includes a four-year program time line and course sequence for general education and major and professional education courses that assist the students in planning their teacher education program.

### **Admission to the Teacher Education Program: Step One**

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There is a formal admission procedure to the teacher education program. A student is admitted to the program upon completion of an official application form (initiated through the office of the director of teacher certification) and favorable action by the Teacher Education Committee. The application should be completed during the first term of a student's sophomore year. Students are formally admitted to the teacher education program after completing three terms of college work, one of which must have been at Taylor. The Teacher Education Committee has established standards that students must meet in order to be admitted to and remain in the program. Factors encompassed by these standards are scholastic performance, communication skills, portfolio requirements, state qualifying scores for the Praxis I exam, and departmental recommendation. Detailed explanations of these standards may be obtained from the Department of Education.

### **Admission to Supervised Internship (Student Teaching): Step Two**

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Subsequent to admission to the program, there is a formal admission procedure to student teaching. The application is initiated and facilitated through the office of the director of field experiences and should be prepared and ready for consideration (by the Teacher Education Committee) by the beginning of the sixth term. The factors considered by the Teacher Education Committee include (1) successful completion of prerequisite courses, (2) departmental recommendation, (3) portfolio requirements, and (4) scholastic performance. Detailed explanations of these standards may be obtained from the Department of Education.

### **Scholastic Performance**

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Teacher education program standards include students passing all education (EDU prefix) courses with grades of C- or better. Also, a grade of C- or better in education courses must be achieved as a condition for taking sequential courses for which the course is a prerequisite.

### **Transfer of Credit from Other Institutions**

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Students seeking admission to the Taylor teacher education program through transfer from another institution must meet the standards required of regularly enrolled students. Credits are assessed by the registrar. The director of teacher certification, after consultation with the appropriate department chair, will accept transfer credit when the courses taken are equivalent to requirements on a designated major curriculum guide.

### **Field Experiences and Student Teaching**

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Field experiences with children and youth, with strong emphasis on multicultural education, are considered a vital part of the preparation of the teacher. Beginning with the first professional education course and continuing through the senior year, such experiences are required for each prospective teacher. The culmination of these

professional experiences occurs during the senior year with full-time student teaching. During this final experience a student is expected to assume as much as possible the total responsibilities of a teacher. Student teaching is a 16-week fall or spring term activity.

Opportunities are provided for overseas student teaching. After completing a ten-week experience stateside, students may teach for six or more weeks in an overseas setting. Application for overseas student teaching must be submitted during the sophomore year. Applications are available in the Department of Education.

### **Fields of Study**

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Curricula that meet the licensing standards of the Indiana Professional Standards Board are listed on the curriculum guides available to each student. Preparation for standard teaching licenses in the following fields is provided at Taylor.

### **Elementary Education (Kindergarten Through Sixth Grades)**

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The bachelor of science degree in elementary education requires a minimum of 128 hours. Students are required to complete an elementary education core, professional education courses, general education courses and electives. Courses in the elementary education core and those denoted by an asterisk in the professional education will be counted toward the elementary education major GPA.

Elementary Education Core: ENG 210, EDU 371, PHY 121, HIS 120, MAT 201 and 202, ART 300, MUS 301, PHP 250, EDU 242 or 243, 493.

Professional Education: EDU 150, 200, 260, 320, 350\*, 351\*, 353\*, 410, 421, PSY 240.

General Education: CAS 110, ENG 110, 230, BIO 100, ENS 200, GEO 220, SOC 220, HUM 230 or 330, 250, PHP 100, 200, IAS 101, 110, BIB 110, 210, REL 313, PHI 413, COS 104/106 (for students selecting EDU 243 in elementary education core.)

### **All-Grade Education (Kindergarten Through Twelfth Grades)**

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Preparation is offered for all-grade education in music, physical education, and visual arts.

Requirements for the all-grade education major include general education professional education and subject matter concentration (see departmental curriculum guides for detailed requirements).

### **Early Adolescence and Adolescence/Young Adult**

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The following areas offer majors: English, French, mathematics, biology, chemistry, physics, physical science, social studies (economics, geographical perspectives, government and citizenship, psychology, sociology, historical perspectives), Spanish. The student preparing to teach in the secondary schools will select a teaching major. Requirements for the senior high, junior high, and middle school education major include general education, professional education and subject

## **ACADEMIC PROGRAMS**

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matter concentration (see departmental curriculum guides for detailed requirements).

### **Associate of Arts Degree**

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In addition to the baccalaureate degree programs maintained by the department, a two-year curriculum in early childhood education is offered for students who wish to qualify for leadership positions in day care centers, Headstart, and preschool programs. This program blends a series of liberal arts courses with practical experiences in field centers and professional content to prepare early childhood workers. The program includes two curriculum workshops that integrate the early childhood curriculum in the liberal arts with a multicultural/ multiethnic emphasis, experience at field-based centers, and a core curriculum. The student will spend at least three hours weekly in a field-based center (selected day care, preschool, or Headstart facilities).

This degree requires a minimum of 64 hours including ART 300, BIB 110, 210, CAS 110, COS 104 or 106, EDU 200, 223 (taken each January interterm), 280, 290, 320, ENG 110, PHP 100, 200 (2 hours), HUM 230 or ENG 230, HUM 250, IAS 101, 110, MUS 301, PSY 240, SOC 220, SOC 381 or SWK 355; and a math or science course.

### **Certification**

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All teacher education programs have been designed to meet Indiana certification requirements and have been approved by the Indiana Professional Standards Board. Students who meet graduation requirements, complete an approved teacher education program, successfully complete student teaching, and meet the Indiana qualifying scores on the required Praxis tests will be eligible for Indiana certification (a teaching license). The teacher certification office is responsible for verifying to the Indiana Professional Standards Board that all requirements for certification have been met and for processing all applications for certification.

Indiana has an Interstate Agreement Contract with many states (reciprocity). However, additional requirements may need to be met in order to receive permanent certification in these states. Students who plan to teach outside of Indiana should obtain a current description of certification requirements from each state where they plan to teach because requirements often change from year to year. Addresses and telephone numbers for every State Department of Education are available in the teacher certification office.

### **Accreditation**

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The teacher education programs are accredited by the National Council for Accreditation of Teacher Education and the Indiana Professional Standards Board.

### **Comprehensive Exam Requirement**

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All elementary education majors are required to take the Elementary Education: Curriculum, Instruction, and Assessments Specialty Area Test (Praxis II) and score 143 or above. Any elementary education major who does not successfully pass is



provided opportunity to participate in a tutorial guided instruction program under the direction of the Academic Enrichment Center to prepare for retaking the test.

In secondary education, the comprehensive examination is in the major teaching field. A student is allowed a maximum of three attempts to pass the comprehensive examination in any single major.

### **Practicum**

Opportunities for practicums in rural, urban, and overseas settings are available. A practicum is supervised learning involving a firsthand field experience or a project. It is offered primarily during January interterm and summer with the consent of a supervising professor and the approval of the department chair. Under certain conditions a practicum may be required to demonstrate readiness for student teaching. In order to receive a grade, the experience or project must be supervised.

<h3><b><i>Education Courses</i></b></h3>
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#### **EDU 150                      3 hours**

##### **Education in America**

A study of the historical, philosophical, and sociological foundations of education. The organization and role of the public school, P-12, in a multicultural society are examined. An analysis of teaching is made, including implications of some court cases related to teaching, concepts of teaching and leadership roles. The course includes a study of multicultural and ethnic differences among students and the resulting effect on the teacher's role. Includes a field experience lab.

#### **EDU 200                      3 hours**

##### **Introduction to Early Childhood Programs**

This course deals with the history of early childhood education and also takes an in-depth look at the qualities needed to become an effective early childhood teacher. Students study the professional aspects of developing appropriate curriculum and physical settings for the preschool and kindergarten classroom. Methods that meet the physical, emotional, social, mental, and spiritual developmental growth of young children are explored. Includes weekly observation of and participation with children in preschool, kindergarten, and Headstart programs. *Prerequisite: EDU 150.*

#### **EDU 223                      4 hours**

##### **Supervised Field Experience in Early Childhood Education**

A full-time, four-week participation experience in a preschool, day care center, or Headstart. The student assumes a position of leadership with children under the supervision of qualified early childhood teachers. Students pursuing the AA degree complete this January interterm course two times, once in a day care center or Headstart and once in a preschool. *Prerequisite: EDU 280 or 290 or permission of instructor.*



## ACADEMIC PROGRAMS

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### **EDU 242**

**3 hours**

#### **Microcomputers in Educational Settings**

Key concepts of learning theory that have a direct bearing upon using microcomputer software are reviewed. Students become aware of a variety of software and hardware and its application to classroom instruction. Opportunities to develop word processing and programming skills are provided in the Academic Enrichment Center computer lab. *Meets the general education computer literacy requirement for elementary education majors.*

### **EDU 243**

**1 hour**

#### **Computer Applications in Elementary Education**

The course includes topics of CAI, hypermedia - multimedia development, distance learning, and educational simulations. The course examines the pedagogical value of computers. *EDU 243 fulfills the one hour of computer application general education requirement for elementary education majors. Prerequisite: COS 104 or 106.*

### **EDU 260**

**3 hours**

#### **Educational Psychology**

The study and application of learning theories and psychological concepts and principles to the teaching-learning process. The teacher's responsibility to all types of special needs students is explored. Cognitive, affective, and psychomotor aspects of the teaching-learning process are considered. Other topics included are statistics, tests and measurement, motivation, and classroom management. Includes a field experience lab. *Prerequisite: EDU 150.*

### **EDU 280**

**3 hours**

#### **Communications and Language Arts in the Preschool and Kindergarten**

This course deals with the many areas involved in developing positive forms of communicating with emphasis on nonverbal and listening skills and examines the many facets of the language arts curriculum in public/private preschools and kindergartens. These include language development (ethnic, cultural, and disability awareness), teaching strategies and techniques utilizing a variety of visuals, reading readiness programs, and evaluation forms for children. Weekly observation of and participation with children in preschool, kindergarten or Headstart help students become aware of the wide abilities within these classrooms. *Prerequisite: Offered every third semester.*

### **EDU 290**

**3 hours**

#### **Social Studies, Science, and Mathematics in the Preschool and Kindergarten**

The many areas of the child's immediate world including development of positive self-concepts, which are then broadened to a worldview, are studied in this course. Various teaching approaches are utilized to help children become aware of the home, family, and aspects of cultural and ethnic influence within their communities and how these affect values, standards and morals within their homes and schools. The past, present, and future areas of science and mathematical readiness are all viewed as aids in developing this worldview. Weekly observation of and participation with children in preschool, kindergarten, and Headstart help students

## Teaching in Secondary, Junior High/Middle Schools - Special Methods

A special junior level methods course taught by specialists in the student's major department. All aspects of planning, teaching, and evaluating within a specific subject area are discussed. Includes a field experience lab. *Prerequisites: EDU 150, 260, and approval into the teacher education program. To be completed spring term prior to student teaching.*

## Exceptional Children

This course is designed to prepare the teacher for the challenge of meeting the needs of exceptional children in the regular classroom. A general study of exceptional children focuses on mainstreamed and included special education students. Various topics included are identification of exceptional children, their characteristics and special needs, delivery of services, instructional methods and techniques, and evaluation. *Prerequisite: EDU 150.*

### Reading for Junior High/Middle School and Secondary Teachers

This course is designed to provide practical procedures for developing effective reading skills at the junior high, middle, and secondary school levels. Attention centers on understanding the relationships between the processes of reading and the learning of content. Suggestions on how to meet the total range of student reading needs in the classroom are addressed. Methods and materials to enhance advanced comprehension and study skills of adolescents in a multicultural society are presented. Includes a field experience lab. *Prerequisite: EDU 150, and approval into the teacher education program. Offered spring semesters.*

## The Junior High/Middle School

A study of the philosophy, development, and organization of middle schools and junior high schools. Examines through readings, seminars, field experiences, and classroom investigations the purpose, curriculum, and instructional strategies, including the use of appropriate media and technology, for effective teaching in junior high/middle schools. This course provides prospective teachers with knowledge and understanding of the adolescent, the school, and practical teaching activities. Includes a field experience lab. *Prerequisites: EDU 150, 260. Must be completed prior to student teaching.*

## Literacy Instruction in the Elementary Classroom

An examination of current methods, materials, and media used in teaching literacy in a multicultural society. The foundations of literacy skills instruction and the development of literacy reading skills are studied in relation to the total range of student needs. The reading/writing connection and literature-based programs are

## ACADEMIC PROGRAMS

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addressed. *Prerequisites: EDU 150, 260, and approval into the teacher education program. Corequisite: EDU 371. Offered fall semesters.*

### **EDU 351** **3 hours**

#### **Methods and Materials for Elementary Teachers**

An integrative approach of utilizing a variety of effective instructional methods and resources with content areas, including science and social studies, appropriate for elementary children. Strategies for working with diverse student populations and incorporating current educational technology competencies are included.

*Prerequisites: EDU 150, 260, and approval into the teacher education program. Offered spring semesters.*

### **EDU 353** **3 hours**

#### **Literacy Problems in the Elementary Classroom**

This course is designed to assist classroom teachers in the knowledge, operation, and execution of diagnostic tools to assess literacy problems of elementary school children. Students prepare plans of correction for elementary school children's weaknesses in reading. Includes a field experience lab. *Prerequisites: EDU 150, 260, 350, and approval into the teacher education program. Offered spring semesters.*

### **EDU 360** **1-4 hours**

#### **Independent Study**

### **EDU 370** **1-4 hours**

#### **Selected Topics**

### **EDU 371** **3 hours**

#### **Children's Literature Through the Language Arts**

The various genres of children's literature are explored through the communication modes of listening, writing, and speaking. Teaching methodologies in language arts are included. Literature dealing with diversity and special needs is included.

Includes a field experience lab. *Corequisite: EDU 350. Offered fall semesters.*

### **EDU 393** **1-4 hours**

#### **Practicum**

### **EDU 410** **1 hour**

#### **Classroom Management**

This course is designed to assist students in developing practical skills and techniques for organizing the classroom and maintaining effective discipline. Students develop a plan for discipline and classroom management that utilizes a proactive approach based on positive ethical practices consistent with Christian and democratic principles. Several widely accepted discipline theories along with the study of legal implications for teachers are used in conjunction with observations and case studies to assist students in developing effective discipline plans.

*Corequisite: EDU 421/431.*

### **EDU 421** 15 hours

#### **Supervised Internship in Elementary Schools**

Full-time teaching experiences for the intern at two grade levels under the supervision of public and private school and college personnel.

Multicultural/multiethnic education placement is required in one of the experiences.

*Prerequisites:* (a) approval by the Teacher Education Committee; (b) EDU 150, 260, 350, 351, 353; ENG 210. *Corequisite:* EDU 410. *Credit only.*

### **EDU 431** 15 hours

#### **Supervised Internship in Secondary Schools**

Full-time teaching experiences for the intern at two grade levels under the supervision of public school and college personnel. *Prerequisites:* (a) approval of the Teacher Education Committee; (b) EDU 150, 260, 312, ENG 210. *See individual majors for additional prerequisite courses. Corequisite:* 410. *Credit only.*

### **EDU 480** 1-4 hours

#### **Seminar**

### **EDU 493** 3 hours

#### **Elementary Education Senior Capstone**

Students address current and future issues related to teaching through lectures, readings, school visits, and discussion. The integration of Christian philosophical concerns with the current role and responsibilities of teachers is emphasized.

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## **Engineering**

See Computing and System Sciences; Natural Science; Physics

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## **English**

**Chair, Professor Dayton; Professors Baker, Ricke, Warren; Associate Professor Heavilin; Assistant Professor Satterlee; Instructors Bird, Mook; Visiting Professor Muchiri**

The English department offers courses intended to help students write clearly and effectively and to read literature with critical appreciation. All students take courses in expository writing and selected literary works.

The major in English prepares students to enter such careers as education, law, business, Christian ministry, writing, editing, research, library science, public relations, travel, civil service, and administration. The major also prepares for graduate-level studies in English. Creative writers will find opportunity in "Parnassus," a literary magazine published each spring semester. The January interterm offers a tour to London, England, that combines the study of British literature with visits to important literary and historical sites.



## **ACADEMIC PROGRAMS**

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The bachelor of arts degree requires completion of two years of one foreign language. The bachelor of science degree must be combined with education or systems analysis.

The major in English is offered with a concentration in either literature or writing, or in both if there are no overlaps except for ENG 212 and one general education survey course.

### **English/Literature Concentration**

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The bachelor of arts degree in English with a concentration in literature requires two years of one foreign language and at least 39 hours in addition to ENG 110.

Required courses are ENG 212, 230, 240, 362; two courses concentrating on literature before 1900 from ENG 330, 340, 361, 370 (when applicable), 371, 412, 422, 426, 431, 441; and one course from literature after 1900 from ENG 361, 370 (when applicable), 371, 373, 442, 444; ENG 492 and 493; and ten elective hours in either literature or writing above the 100 level.

### **English/Writing Concentration**

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The bachelor of arts degree in English with a concentration in writing requires two years of one foreign language and at least 39 hours in addition to ENG 110.

Required courses are ENG 212; ENG 230 or 233 or 240 or 250 or 370 (when applicable); a total of 20 hours are to be chosen from ENG 211, 300 (1-2 hours), 302, 320, 321, 333, 360, 393, 410, 472, CAM 150, 320, 350; ENG 492 and 493; and eight hours in upper-level literature courses. ENG 361 and 371 may count toward only one category although they qualify for either pre-20<sup>th</sup> or 20<sup>th</sup> century requirement.

### **English/Systems**

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The bachelor of science degree with a major in English/systems and a concentration in either literature or writing consists of the 39 hour major and curriculum requirements in systems analysis including COS 120, 240 or 250, IAS 330, MAT 151, 382, MAT 210 or 352, SYS 200, 390, 392, 394, 401 or 402, ENG 393 (3-4 hours); three additional systems elective hours from COS 310, 320, 382, MAT 230, 240, 372, 392, 412, 431, SYS 310, 401, 402. Courses selected for the three additional hours must be in addition to those required elsewhere in the major or systems. All systems curriculum courses must be completed with a grade of C- or better.

### **English Education**

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The bachelor of science degree in English education requires 73-76 hours of professional education and English courses. Students who desire licensure in English must complete the following requirements: (Detailed curriculum guides are available from the education and English departments).

Professional Education Courses (28-31 hours): EDU 150, 260, 312, 320, 332, 410, and 431. EDU 410 and 431 must be taken concurrently. EDU 332 is only required for those seeking licensure in junior high/middle school.

## ACADEMIC PROGRAMS

English courses: ENG 211, 212, 230, 240, 302, 362, 492, 493; two pre-20th century courses from ENG 330, 340, 361, 370, 371, 412, 422, 426, 431, 441; one 20th century course from ENG 361, 370 (when applicable), 371, 373, 442, 444; CAM 250, and six hours of English electives above the 100 level. ENG 361 and 371 may count toward only one category although they qualify for either pre-20<sup>th</sup> or 20<sup>th</sup> century requirement.

### English Minors

The general English minor consists of at least 16 hours in addition to ENG 110 and may not be combined with any other English program. Required courses are ENG 212; at least one course from ENG 230, 233, 240, 250, or 370 (when applicable); and three more courses of at least three credit hours in ENG writing or literature.

The writing minor consists of at least 16-17 hours in addition to ENG 110 and is excluded from English majors with writing concentrations. Required courses are ENG 212; at least one course from ENG 211, 320, 321, 333, or 472; two courses featuring miscellaneous writing from ENG 360, 393, 410, CAM 150, 320, 350; and one additional writing elective or another course of at least three credit hours in English writing or literature.

The literature minor consists of at least 16-17 hours in addition to ENG 110 and is excluded from English majors with literature concentrations. Writing concentration majors may overlap only ENG 212. Required courses are ENG 212; at least one course from ENG 230, 233, 240, 250, or 370 (when applicable); and three more courses of at least three credit hours in 300- or 400-level English literature (only four hours may be in 370).

### Writing and Language Courses

#### ENG 100                                      2 hours

##### College Writing Fundamentals

Intensive review of basic grammar and mechanics. Practice in writing clear sentences, paragraphs, and short prose compositions. Enrollment by assignment. *Offered fall semesters.*

#### ENG 110                                      3 hours

##### Expository Writing

Practice in writing clear and effective prose through several expository modes, including a formal research paper. Brief review of grammar and mechanics as necessary, with concentration on analytical thinking. *To be taken during the freshman year. Meets general education writing requirement. ENG 110 is prerequisite to all other English courses except ENG 100, 112, 230, 233, 240, and 250.*

#### ENG 112                                      5 hours

##### American English for International Students

Intensive practice in writing expository prose in the idiom of academic English, including a formal research paper. Review of grammar and mechanics. Enrollment

## ACADEMIC PROGRAMS

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by assignment. *Meets ENG 110 general education requirement. Offered fall semesters.*

### **ENG 210**                      **3 hours**

#### **Writing for Teachers**

Advanced writing class for prospective educators. Includes a research component, reading and writing in the disciplines, and a standardized grammar test (to be passed at the 70 percent-level). Required for elementary and secondary majors seeking certification. Not required of English majors or minors. *Prerequisite: ENG 110.*

### **ENG 211**                      **3 hours**

#### **Imaginative Writing**

A general introduction to and overview of creative writing (including poetry, fiction, drama, and creative non-fiction) that meets the requirement for secondary education students and also serves potential majors and other interested students. Classroom setting with textbook; directed workshop activities after midterm facilitated by selected ENG 410 students. *Prerequisite: ENG 110. Offered fall semesters.*

### **ENG 212**                      **4 hours**

#### **Critical Approaches to Literature**

Introduction to basic literary analysis and theory with emphasis on informed reading and critical, written response to selections from poetry, fiction, drama, and film. Includes minorities literature. Primarily intended for English majors but recommended for all students who desire greater reading and writing skills. *Prerequisite: ENG 110.*

### **ENG 300**                      **1-2 hours**

#### **Literary Magazine Laboratory**

Hands-on production of Taylor's literary magazine from concept to finished product. Two credit hours per semester may be earned by students holding senior editorships of Taylor's official literary magazine. One hour per semester may be earned by those holding secondary positions approved by the instructor. A maximum of four hours may count toward fulfilling the English writing concentration requirements; two hours maximum may count toward the English literature concentration or secondary education major requirements. A maximum of six hours in all writing lab courses from any discipline may be earned toward graduation. *Prerequisite: Permission of writing coordinator.*

### **ENG 302**                      **4 hours**

#### **Linguistics and Grammar**

Analysis of the English language with attention to its history, nature, and structure. Prerequisite to student teaching, except with departmental approval for appropriate delay. *Prerequisite: ENG 110. Offered spring semesters.*

**ENG 320** **3 hours**

Comprehensive instruction and guided workshop in writing poetry. Recommended for English BA majors with either literature or writing concentrations; available to all majors. Meets requirement for secondary education students. *Prerequisite: ENG 110. Offered spring semesters.*

**ENG 321** **3 hours**

Comprehensive instruction and guided workshop in writing fiction. Recommended for English BA majors with either literature or writing concentrations; available to all majors. Meets requirement for secondary education students. *Prerequisite: ENG 110. Offered spring semesters.*

**ENG 333** **3 hours**

Practice in the forms of writing required in business and industry. *Prerequisite: ENG 110. Offered fall semesters.*

**ENG 410** **4 hours**

Intensive practice in selected creative genres. Students may also serve as workshop leaders for ENG 211 students. Enrollment with permission of instructor. May be taken twice. *Prerequisite: One of the following: ENG 211, 320, 321, or 472. Offered fall semesters.*

**ENG 472** **4 hours**

Experience in the techniques and strategies of freelance writing, working toward publication. *Prerequisite: ENG 110. Offered spring semesters.*

**ENG 230** **3 hours**

A selective survey of world literary achievement from antiquity to the present, tracing the development of themes and ideas. *Meets general education literature requirement.*

**ENG 233** **3 hours**

A study-tour conducted each January in England, combining study of selected major British authors with extensive sightseeing in London and surrounding counties. *Meets general education literature requirement. Enrollment with permission of instructor. Offered January interterm.*



## ACADEMIC PROGRAMS

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### **ENG 240** 3 hours

#### **American Literature**

A survey of the American literary tradition from its origins to the present, evaluating and comparing themes, ideas, and styles. *Meets general education literature requirement.*

### **ENG 250** 3 hours

#### **British Literature**

Explores British literature from its beginnings to the present, including a brief historical overview of the development of the English language. *Meets general education literature requirement.*

### **ENG 330** 4 hours

#### **Early American Literature**

Explores the complexity of literary origins with its variety of Native-American, discovery, colonial, federal, Enlightenment, and African-American voices up to the Romantic period. *Prerequisite: 200-level English literature course. Offered fall semester of odd years.*

### **ENG 340** 4 hours

#### **American Romanticism and Realism**

Investigates the usefulness of the traditional juxtaposition of romantic and realistic philosophies and conventions when studying nineteenth- and early twentieth-century American works. *Prerequisite: 200-level English literature course. Offered spring semester of odd years.*

### **ENG 360** 1-4 hours

#### **Independent Study**

### **ENG 361** 4 hours

#### **Drama**

A selective survey of the historical development of drama from its origins to the present day. Counts for either pre-twentieth- or twentieth-century requirement. *Prerequisite: 200-level English literature course. Offered spring semester of odd years.*

### **ENG 362** 3 hours

#### **Shakespeare**

Intensive analysis of selected plays and sonnets. Attention is given to the conventions of the Elizabethan and Jacobean theater. *Prerequisite: 200-level English literature course. Offered spring semesters.*

### **ENG 370** 1-4 hours

#### **Selected Topics: Themes and Genres**

Examples of courses: Women and Literature; Native-American Literature; African-American Literature; The American South and Its Literature; Christian Mythic Writers; Images and Visions of Paradise; Mark Twain: God and the Human Race;

Heroes, Heroines, Saints, and Lovers. Offered primarily during January interterm, occasionally during a regular fall or spring term.

## The Novel

*Prerequisite: 200-level English literature course. Offered spring semester of even years.*

## Literatures of Cultural Diversity

A critical study of life in a global community focusing on the twentieth-century literature of one of more cultures. Primarily intended for English majors but recommended for all students desiring cross-cultural awareness. *Prerequisite* 200-level English literature course. *Offered spring semester of even years.*

## Practicum

## Early English Literature

A selective study of English literature from "Beowulf" through Chaucer and Malory's "Le Morte d'Arthur." *Prerequisite: 200-level English literature course. Offered spring semester of odd years.*

## Renaissance Literature

A study of representative prose writers and nondramatic poets of the English Renaissance such as More, Spenser, Donne, Herbert, and Milton. *Prerequisite:* 200-level English literature course. *Offered fall semester of even years.*

## Restoration and Eighteenth-Century Literature

A selective study of poets and prose writers from 1660 to 1798, such as Defoe, Dryden, Fielding, Pope, Swift, Boswell, and Johnson. *Prerequisite: 200-level English literature course. Offered spring semester of even years.*

## Romantic Literature

A study of writers from 1798 to 1832, such as Blake, Wordsworth, Coleridge, Byron, Shelley, Keats, and Lamb. Some attention is given to representative novelists. *Prerequisite: 200-level English literature course. Offered fall semester of even years.*

## ACADEMIC PROGRAMS

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### **ENG 441** 4 hours

#### **Victorian Literature**

English authors from 1832 to 1901, such as Tennyson, Browning, Arnold, Carlyle, Newman, and Ruskin. Some attention is given to representative novelists.

*Prerequisite: 200-level English literature course. Offered fall semester of odd years.*

### **ENG 442** 4 hours

#### **Modern American Literature**

Explores the themes and characteristics of key works of American fiction, poetry, and drama in the context of the twentieth century. *Prerequisite: 200-level English literature course. Offered fall semester of even years.*

### **ENG 444** 4 hours

#### **Contemporary Literature**

A study of selected poetry, fiction, and drama since 1960. *Prerequisite: 200-level English literature course. Offered fall semester of odd years.*

### **ENG 450** 1-4 hours

#### **Directed Research**

### **ENG 480** 1-4 hours

#### **Seminar**

### **ENG 490** 1-2 hours

#### **Honors**

### **ENG 492** 1 hour

#### **Senior Project Research**

Students are required to meet on a regular basis with Senior Project directors in order to plan, draft, and complete a preliminary version of the Senior Project.

### **ENG 493** 3 hours

#### **English Capstone**

Designed as a culminating experience for all English majors wherein students evaluate the status and the goals of their studies in a flexible forum exploring academic and professional issues. Senior Projects are completed for submission to Project Directors. *Prerequisite: ENG 492. Offered January interterm.*

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## **Geography**

### **Chair, Professor Jenkinson**

The geography curriculum provides knowledge and understanding of the physical, cultural, political, and economic realities of today's world. It stresses the understanding of the varied and complex environments of the earth, gives meaning to location, and establishes a stage for understanding the connections among places, peoples, and environments. It provides an understanding of the process of continual change and how humans modify the Earth as their value system and level of

sophistication dictates in the context of stewardship and use. The curriculum also provides the students in the liberal arts setting with basic facts, necessary skills, and an appropriate conceptual frame of reference, including the understanding that most phenomena in any area are spatially associated and interdependent.

## Geography

The bachelor of arts degree with a major in geography requires two years of one foreign language and a minimum of 46 hours including GEO 210, 220; ENS 231, 351, 383; 12 hours from GEO 230, HIS 211/311, 212/312, 213/313, 215/315; eight hours from ENS 241, 361, 362, 363; and six elective hours from ENS 242, 340, 341, 402, GEO/ENS 360, 370, 393, ENS 450, 490.

The geography minor requires 17 hours including GEO 220; one course from GEO 210, 240, ENS 241; one course from HIS 211/311, 212/312, 213/313, 215/315; and a minimum of five elective hours (2 courses) from GEO 230, 360, 370, 393, ENS 231, 242, 351, 361, and one area course not used previously from HIS 211/311, 212/312, 213/313, 215/315.

### Geography Courses

**GEO 170/370** 1-4 hours

**Selected Topics**

**GEO 210** 4 hours

**Physical Geography**

The study of the basic physical characteristics of the earth and the effect of the natural environment upon the activities of humankind. *Meets the general education earth science requirement.*

**GEO 220** 4 hours

**Regional Geography**

A course offering basic ideas and supporting facts about contemporary world geography. Students study eight world regions: Europe, the former Soviet Union, Latin America, Anglo-America, the Middle East, the Orient, the Pacific World, and Africa. *Meets the general education general social science requirement.*

**GEO 230** 3 hours

**Political Geography**

The geographic interpretation of world relations. The relationships of geographic elements to the development of nations both past and present are examined. *Meets the general education civic engagement or general social science requirements.*

**GEO 360** 1-4 hours

**Independent Study**

**GEO 393** 1-4 hours

**Practicum**



## **ACADEMIC PROGRAMS**

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**GEO 450**

**1-4 hours**

**Directed Research**

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### **Goal-Oriented Major**

The goal-oriented major recognizes that departmental majors may not meet the unique needs of some students who attend Taylor University. This major allows a student (with faculty guidance) to design from existing courses a program of study that is valid academically and meets personal and/or professional goals.

It is expected that the major will be thoughtfully and carefully designed. Therefore, a student should have some college experience before applying for a goal-oriented major and should not begin the application process prior to the second semester of the sophomore year. The student should also seek advice from at least two faculty advisors from different departments that most closely fit the needs of the goal-oriented major. Consultation from literature or an individual within the field of interest is also a prerequisite. Finally, the student should make an appointment to discuss his/her plans with the chair of the goal-oriented major subcommittee. The curriculum management committee will make final approval of the application.

A GPA of 2.80 or above is required to be admitted into the program. As with all majors, a minimum of 128 hours is necessary for graduation, but at least 48 of these hours must be completed after the approval of the application. The application deadline is April 15 of each academic year.

The bachelor of arts degree program requires completion of two years of one foreign language and a minimum of 46 hours in the major. A bachelor of science degree in the goal-oriented major requires a minimum of 60 hours in the major, including a minimum three-hour practicum. The bachelor of science degree requires 46 hours if combined with curriculum requirements in systems analysis. The required senior comprehensive exam will be a paper (3,000 words or more) that integrates the several components of the major. All general education, degree, and major requirements listed in this catalog must be fulfilled.

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### **History**

**Chair, Associate Professor Jones; Professors Jenkinson, Ringenberg, Winquist; Associate Professor S. Messer**

The history department believes that a study of our ancestors and their cultures provides the necessary perspective for living meaningfully in contemporary society. If God's purposes for humankind are timeless, and if the results of obedience and disobedience to His will are the same in the past as in the present, then we must learn from the past in order to live in the present with meaning, pondering the future with confidence.

## ACADEMIC PROGRAMS

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Many history majors teach; many do not. Of those who do not, a few directly enter history-related vocations (e.g., museum directors and curators, archivists, government and industrial historians). More nonteaching majors enter vocations where history is useful as general background rather than specific vocational training. For example, they become ministers, lawyers, or librarians or accept government or business positions. Most of these professions either require graduate study or provide for greater career advancement because of graduate study beyond the undergraduate history major.

Most seminaries, law schools, and graduate schools of library science and business look upon history as an excellent undergraduate major. Many graduate school leaders consider the combination of an undergraduate major in a liberal arts subject such as history with the directly vocational graduate curriculum to be the best possible professional training.

The bachelor of arts degree requires the completion of two years of one foreign language. The bachelor of science degree must be combined with curriculum requirements in either education or systems analysis.

### History

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Students majoring in the department are advised to plan a program with a proper balance between American and world history courses. All students expecting to major in the department who do not have a strong history background on the secondary level should take HIS 100 and 120 as early in their program as possible. The bachelor of arts degree with a major in history requires two years of one foreign language and 36 hours of HIS courses. The 36 hours of HIS courses must include HIS 130 and a minimum of 12 hours in American history and 12 hours in world history. Furthermore, in the world history block, a major must complete at least one of the following: HIS 211/311, 212/312, 213/313, 215/315, or 321.

Students majoring in another department may add a history minor of at least 17 hours. At least 12 hours must be from a concentration area in either World History or US History and at least five hours must be in the area not selected as the concentration area.

### History/Systems

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The bachelor of science degree with a major in history/systems consists of the 36-hour major and curriculum requirements in systems analysis including COS 120, 240 or 250; IAS 330; MAT 151, 382; MAT 210 or 352; SYS 200, 390, 392, 394, 401 or 402; HIS 393 (3-4 hours); three additional systems elective hours from COS 310, 320, 382, MAT 230, 240, 372, 392, 412, 431, SYS 310, 401, 402. Courses selected for the three additional hours must be in addition to those required elsewhere in the major or systems. All systems curriculum courses must be completed with a C- or better.

### Social Studies Education

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The bachelor of science degree in social studies education requires 80-83 hours of professional education and social studies courses. Students who desire licensure in

social studies must complete the following requirements: (Detailed curriculum guides are available from the education and social studies departments).

**Social Studies Core (16 hours):** HIS 100, 120, 130, GEO 220.

Economics (13 hours): ECO 201, 202; select two courses (6 hours) from ECO 315, 321, 331, 332, 333, 370, 411, 442.

**Geographical Perspectives (12 hours):** GEO 210 or 240; select 8-9 hours from GEO 210, 230, 240, 360, 170/370, 393 (1-4 hours), HIS 211/311, 212/312, 213/313, 215/315, 490 (1-2 hours).

**Government and Citizenship (12 hours):** POS 100, 211; select six hours from POS 222, 312, 321, 325, 331, 360 (1-2 hours), 365, 385, 386.

**Historical Perspectives (12 hours):** HIS 392 or 332; select 8 hours from HIS 170/370, 211/311, 212/312, 213/313, 215/315, 222, 230, 250, 321, 323, 332, 341, 342, 351, 360, 361, 365, 371, 385, 386, 391, 392, 393, 490.

**Psychology (12 hours):** PSY 200, 340; select six hours from PSY 125, 140, 210, 272, 300, 310, 321, 330, 331, 370, 390, 393, 400, 410, 411, 420, 422, 441, 450, 462.

**Sociology (12 hours):** SOC 100, 350; select five hours from SOC 210, 220, 310, 330, 355, 361, 365, 370, 381, 410, 420, 490 (1-2 hours).

**HIS 100** **5 hours**

A survey of the civilizations of Europe, Asia, Africa, and the Western Hemisphere from the beginning of recorded history to the present.

**HIS 120** **5 hours**

A survey of the social, political, and cultural development of the people of the United States from the colonization period to the present.

**HIS 130** **2 hours**

An introduction to the discipline of history. Emphasis is placed on acquainting students with the major components of historical inquiry, current issues in the field, computer applications, and fundamental questions relative to the philosophy of history. Required for history majors. *Will not meet general education history requirement. Offered spring semesters.*

**HIS 170/370** 1-4 hours  
**Selected Topics**

**HIS 211/311** 4 hours  
**History and Geography of Latin America**

An historical and geographical study of the nations between the Rio Grande River and Cape Horn. Attention is given to the development of each Latin American area and its relationship to the United States. *Meets general education general social science requirement. Offered spring semester of odd years.*

**HIS 212/312** 4 hours  
**History and Geography of East Asia**

An examination of the histories of China, Japan, and Korea from their earliest foundations to the contemporary era with particular emphasis on the political, religious, philosophical, and cultural underpinnings of these societies. The geographic aspects of the region are also included. *Meets general education general social science requirement. Offered spring semesters.*

**HIS 213/313** 4 hours  
**History and Geography of Africa**

A study of the historic, physical, and cultural aspects of Africa with primary emphasis on sub-Sahara Africa and including the significant role that Africa plays in the modern world. *Meets general education general social science requirement*

**HIS 215/315** 3 hours  
**History and Geography of South Asia**

An exploration of the political, cultural, and religious development of the Indian subcontinent from 2500 B.C. to the modern era as well as a survey of Southeast Asia with a focus on Indonesia, the Philippines, Thailand, Singapore, and Vietnam. The course includes study of the impact of geography on the region's people and history. *Meets general education general social science requirement. Offered fall semester of even years.*

**HIS 222** 4 hours  
**Ancient History**

An examination of ancient civilizations with special attention to twentieth century debts to the past.

**HIS 230** 3 hours  
**American Religious History**

A study of the historical development in the United States of such movements as Puritanism, revivalism, the social gospel, Judaism, Catholicism, and variant forms of Protestantism. *Offered fall semesters.*

**HIS 240** 3 hours  
**European Religious History**

A survey of the development of Christianity and Judaism in Europe from the Roman Empire to the contemporary era with special emphasis on the Middle Ages,



## ACADEMIC PROGRAMS

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Reformation, Age of Enlightenment, and the nineteenth and twentieth centuries. The impact of Islam and the more recent emergence of the religions of East and South Asia are also surveyed.

### **HIS 250** 1 hour

#### **The Contemporary World**

A discussion class reviewing and evaluating the major world news events. Students are expected to read regularly a major news magazine and/or newspaper. *Will not fulfill general education history requirement. May be repeated.*

### **HIS 321** 3 hours

#### **The Modern Middle East**

*See POS 321.*

### **HIS 323** 3 hours

#### **Women in American History**

A survey of women in America from the colonial era to the present. Emphasis is placed on the historical experience of women in terms of perceptions, restrictions and resistance, and activities.

### **HIS 331** 4 hours

#### **Reformation and Enlightenment**

Historical study of Europe from Luther to the Bastille including the Ages of the Reformation, Absolutism, and the Enlightenment. *Offered fall semester of odd years.*

### **HIS 332** 4 hours

#### **Modern Europe 1789-Present**

A study of Europe from the French Revolution to the creation of the European community. Emphasis is placed on the political, social, economic, and intellectual aspects of this period. *Prerequisite: HIS 100. Offered spring semesters.*

### **HIS 341** 3 hours

#### **Colonial History**

An investigation of the colonization of North America by the Spanish, French, Dutch, and English as well as European rivalries, colonial society, and the Revolutionary War. *Prerequisite: HIS 120. Offered in alternate years.*

### **HIS 342** 4 hours

#### **History of England**

A study of English political, constitutional, cultural, and intellectual developments, the growth of the British Empire, and international relations.

### **HIS 351** 3 hours

#### **American Diplomatic History**

A survey of the diplomatic relations of the United States from the period of the American Revolution to the present. *Offered in alternate years.*

**HIS 352** **3 hours**

A survey of African-American history from African origins through the modern civil rights movement. Emphasis is placed on the oppression and resistance to oppression that characterize the African-American experience. *Offered spring semesters.*

**HIS 360** **1-4 hours**

## Independent Study

**HIS 361** **4 hours**

A study of the development of the Russian nation, its people and culture from Varangian beginnings through czarist rule, and the Soviet Union to 1945. Emphasis is placed on certain periods and personalities including the Kievan era, Peter the Great, Catherine the Great, tsars of the nineteenth century, the 1917 Revolution, Lenin, and Stalin.

**HIS 365** **3 hours**

## Modern Russia

*See POS 365.*

**HIS 371** **3 hours**

### Civil War Era (1820-1880)

A study of the most dominant public issue in mid-nineteenth century America, namely the sectional conflict stemming from the issue of slavery. The course gives major emphasis to 1) the institutions, ideas, and events that led to the Civil War, 2) the war itself, and 3) the reconstruction of the Union.

**HIS 385** **3 hours**

## American Constitutional Development: Institutional Powers

*See POS 385.*

**HIS 386** **3 hours**

## American Constitutional Development: Civil Rights and Liberties

*See POS 386.*

**HIS 391** **3 hours**

## The World Since 1945

An examination of key world events in Africa, Asia, Europe, Latin America, and the United States and Canada since World War II. The emphasis is on the political and economic development, though cultural and social aspects are also included.

**HIS 392** **4 hours**

## Twentieth Century U.S. History

A study of the political, military, economic, and cultural development of the nation during its rise to world prominence. *Prerequisite: HIS 120. Offered spring semesters.*

## ACADEMIC PROGRAMS

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**HIS 393** 1-4 hours  
**Practicum**

**HIS 450** 1-4 hours  
**Directed Research**

**HIS 490** 1-2 hours  
**Honors**

### **International Studies**

**Program Director, Professor Winquist**

The international studies program seeks to assist students in preparing for living and serving in the modern world. The focus of the international studies curriculum is upon the twentieth century world and the humane disciplines more than the technical and scientific ones.

Majors from all disciplines who wish to develop a broad understanding of God's people throughout the world and are interested in careers in foreign service, humanitarian agencies, international law, overseas teaching, journalism and other mass media, translation, missions, and/or international business would clearly benefit from a major or minor in international studies.

The history department administers the interdisciplinary international studies program. Students interested in earning a bachelor of arts degree major or minor in this program should consult the program director.

The major requires completion of 39-42 hours in foundational courses, related field requirements, and a concentration area. In addition to two years of one foreign language, the foundation courses include IAS 130, HIS 100, POS 211, GEO 220. The second component consists of three courses from at least two related fields, which are not in the concentration area. The related field areas include advanced modern language - SPA 211 and 212, 312; FRE 221, 222; fine arts - ART 316, MUS 343; philosophy and religion - PHI 322, 323, REL 391; communications or English - CAS 340, ENG 373, 444; business and economics - ITB 375, ECO 202. The third component in the major is a minimum of 15 hours (not including courses chosen to meet the foundational courses or requirements from related fields) in any one of the following concentration areas:

African, Asian, and Latin American Studies: HIS 311, 312, 313, 315, 321, 391; a maximum of six hours from Daystar University or the China Studies Program or Hong Kong Baptist University.

Christian World Mission: BIB 330, HIS 230, 240, PHI 322, 323, REL 311, 391, 432.

European Studies: HIS 240, 331, 332, 342, 361, 365, 391; a maximum of six hours from the Russian Studies Program or Lithuania Christian College or four hours from the Taylor Oxford Studies Program.

## ACADEMIC PROGRAMS

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French Language and Literature: FRE 221, 222, 332, 342, 370; a maximum of 16 hours from the Academic Program in France.

Middle East Studies: HIS 321; a maximum of 12 hours from Jerusalem University College or the Middle East Studies Program.

Spanish Language and Literature: SPA 211, 212, 312, 321, 332, 342, 370, 422; a maximum of 16 hours from the Latin American Studies Program or the Semester in Spain Program.

World Literature: ENG 212, 233, 361, 371, 373, 444, 370; four hours from the Taylor Oxford Studies Program.

World Politics and Economics: ECO 411, 442; two courses from POS 222, 321 325, 365 (one course must be from POS 222 or 325); one course from HIS 311, 312, 313, 315.

Other requirements are a January interterm or semester international study experience, computer competency, and a senior paper.

The minor requires the completion of the foundational courses and three courses from related fields. See Interarea Studies for a course description of IAS 130, Introduction to International Studies.

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### Honors Program

The Taylor University Honors Program is a challenging academic experience for high ability, highly motivated students. The Honors Program student may choose from all general offerings plus honors courses. Honors courses emphasize, to a greater extent than the curriculum in general, integration of faith and learning, ideas and values in content, and discussion and student initiative in format.

All Honors Program students who complete a minimum of 24 hours of Honors Program courses and maintain an overall GPA of 3.40 earn the Honors Program designation on their official university transcript.

Incoming students who are eligible must apply by June 1 prior to their freshman year, and Taylor students may apply at any time after their first semester or during their sophomore year. Those students with tightly scheduled majors will want to enter the program as early as possible in order to enroll primarily in honors courses that substitute for general education requirements rather than in those serving only as electives.

Normally, an entering freshman wishing to begin the program should have earned a 3.70 high school GPA or 1200 SAT. Those applying after completing a semester at Taylor should have demonstrated an ability to perform college work at the Honors Program level (3.40 GPA). Further information, including application procedures, may be obtained by contacting the director of the honors program.



# ACADEMIC PROGRAMS

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## Summer Honors Program

The Taylor University Summer Honors Program is a three-week honors institute with a focus on cultural engagement. During the first two weeks, students will be involved in coursework designed to provide a deeper understanding of both the Christian faith and the larger culture within which the church is called to live as salt and light. The final week of the program students will engage the culture in seminars and community service projects in central Indiana.

## Honor Societies

Each year, Taylor students who excel in academic pursuits are inducted into the various honor societies for specific disciplines. Appropriate ceremonies are held to give campus-wide recognition to students whose academic record earns induction into a national academic honorary society.

Chi Alpha Omega is a campus-wide scholastic honor society, election is limited to not more than 10% of the seniors and 5% of the juniors. Chi Alpha Omega members are eligible to join the national scholastic honor society, Alpha Chi.

Alpha Psi Omega is a national honorary dramatic fraternity organized for the purpose of providing an honor society and wider fellowship for those doing a high standard of work in dramatics.

Beta Alpha Epsilon is a university honor society rewarding scholastic attainment to students who are candidates for any baccalaureate degree within the business, accounting, and economics department. Candidates for membership should be of good character as verified by Student Development and the business, accounting, and economics department faculty; have completed at least 32 hours of course work at Taylor University; have achieved a cumulative GPA of at least 3.50 with at least 75 credit hours or 3.60 with at least 60 credit hours; and completed 12 in-class business, accounting, and economics hours.

Chi Alpha Sigma is a National College Athlete Honor Society recognizing student-athletes who are of junior and senior status and have earned cumulative GPAs of 3.40 or above. They must also meet character and citizenship standards established by the National Council. The mission of Chi Alpha Sigma is to bring honor and recognition to deserving student-athletes, their families, teams, athletic departments, and colleges.

Kappa Delta Pi is an international honor society in education. Candidates for membership should exhibit worthy educational ideals, have leadership potential, demonstrate a commitment to education, and manifest desirable personal qualities. A GPA of 3.20 or higher is required.

Pi Delta Phi, the national French honor society, recognizes outstanding scholarship in the French language and its literature, increases the knowledge and appreciation of Americans for the cultural contributions of the French-speaking world, and

stimulates and encourages French cultural activities. Students are selected for membership in recognition of their achievement in at least one upper-division French literature course.

Sigma Tau Delta is an English honor society open to English majors whose major GPAs are 3.30 or higher.

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## **Humanities**

Humanities courses carry an interdisciplinary focus and are directly related to more than one single department or academic field. These courses include curricular offerings in visual arts, theatre arts, and music.

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### ***Humanities Courses***

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#### **HUM 230                      4 hours**

##### **Art as Experience**

Lecture sessions focus upon works from several art forms with the goal of developing students' perceptual skills. A major focus of this course is *experiencing* art. Written critiques on selected events are part of the course curriculum. *The January interterm version of this course requires permission of instructor. Meets general education arts requirement.*

#### **HUM 250                      1 hour**

##### **Participation in the Arts**

ART, CAT, or MUS participation to fulfill the participation in the arts requirement. Nonmusic majors may also take an ensemble or private lesson to fulfill this requirement. *Meets general education fine arts requirement. Credit only.*

HUM 250A	Drama
HUM 250C	Ceramics
HUM 250D	Drawing
HUM 250P	Photography
HUM 250FD	Folk Dances of Other Cultures
HUM 250W	Watercolor

#### **HUM 330                      4 hours**

##### **Arts and Ideas**

In four hours of lecture/discussion per week the evolution of western art through selected historical periods and places is traced. The emphasis is heavily historical, stressing learning about the artistic heritage and its context as well as *experiencing* art. The course is open to students of all majors but is particularly appropriate for literature, fine arts, history, and philosophy majors. *Meets general education fine arts requirement.*

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## Interarea Studies

Interarea courses are general in scope and exist apart from any single department.

## IAS 101 1 hour

## New Student Orientation

An introduction to the Christian higher education philosophy of Taylor University by word and practice. This course includes small groups discussing study skills, personal growth and development, and academic advising. Also included is the working through of practical problems of adjustment to the Taylor community in the areas of behavioral standards, time management, interpersonal relationships, career planning, and spiritual growth. *Required of all first time freshmen regardless of advanced credit or standing and transfer students with 11 or fewer hours. Meets general education requirement. Credit only.*

**IAS 110** **3 hours**  
**Foundations of Christian Thought**

An introduction to the liberal arts and the integration of faith and learning. In addition to large group lectures, the course includes small group discussion sessions led by faculty and staff. The discussion sessions further develop the themes for the course. The primary thrust is to use the central theme of human nature to introduce the student to basic areas of understanding that undergird the intellectual growth process at Taylor. *Required of all students. Meets general education requirement. Offered fall semesters.*

**IAS 111** **2 hours**  
**God, Humanity, and Knowledge (Honors)**

An interdisciplinary introduction to the liberal arts and the integration of faith and learning. Through lectures, readings, films, and discussion, the course intentionally seeks to challenge students to be broader in perspective and appreciation and more confident in the development of a meaningful belief system. *For students enrolled in the Summer Honors Program; fulfills IAS 110 requirement. Meets general education requirement. Offered summers only.*

**IAS 120** **1 hour**  
**Introduction to International Ministry**

An overview of cross-cultural mission, of American cultural distinctives, and of host nations' cultural distinctives is presented. *The class is offered each fall in preparation for participating in cross-cultural ministry during January interterm. Grade only.*

**IAS 130** **3 hours**  
**Introduction of International Studies**

The course introduces international studies majors to cross cultural issues, international current events, computer competency in the field, and international career opportunities.

## ACADEMIC PROGRAMS

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### **IAS 210** 2 hours

#### **Medical Terminology**

This course is designed to assist students in learning medical terminology as well as to provide instruction in word-building skills so that words can be identified by their word parts. It provides a solid vocabulary foundation for those individuals who anticipate taking the MCAT or NATA-BOC exams.

### **IAS 220** 1-4 hours

#### **Honors**

Special seminars available to students in the Honors Program and others by permission of the instructor.

### **IAS 230** 1-2 hours

#### **Issues in Science and Religion**

An interdisciplinary examination of key issues underlying the relationship of science and Christianity, focusing on issues concerning creation, the fall, the flood, and the world in which we live today. The course will be a focus on general scientific concepts and theological principles involved in the integration of faith and learning. Fulfills elective credit toward the 128-hour degree requirement or one elective credit in either physics or religion.

### **IAS 252** 1 hour

#### **Developmental Processes in Leadership**

Designed to provide theoretical foundations and experiential opportunities structured toward personal growth and organizational effectiveness. Strongly recommended for all students interested in on-campus leadership positions. *Offered spring semesters.*

### **IAS 320** 3 hours

#### **Cross-Cultural Outreach**

IAS 120 or permission of the instructor is required for this month-long experience of ministry that meets the general education cross-cultural requirement. Depending on the ministry plans, additional practicums may be selected in philosophy/ religion, social work, or elementary education during the field experience. *Offered January interterm.*

### **IAS 330** 3 hours

#### **Human Relations in Organizations**

The study of human relationships in organizations as they pertain to management theories, processes, and organizational systems and structures. Vertical, lateral, and diagonal relationships and planning techniques and strategies as well as techniques of systems intervention and problem solving are studied. Special interest is placed on small-group interactions. *Meets general education social science requirement. Offered spring semesters.*



## ACADEMIC PROGRAMS

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### **IAS 352** 1 hour

#### **Student Development Seminar**

Designed to provide instruction and study in topics relevant to specific student leadership positions on campus. *Prerequisite: IAS 252 and/or permission of instructor. Offered spring semesters.*

### **IAS 360** 1-4 hours

#### **Honors-Independent Study**

Enrollment in this experience is restricted to students in the Honors Program.

### **IAS 492** 1-4 hours

#### **Integrative Seminar**

An interdepartmental, interdisciplinary seminar of an integrative nature utilizing readings and other media to communicate ideas.

### **IAS 495** 1 hour

#### **Senior Capstone**

Senior Seminar is an integrative, interdisciplinary general education requirement. Students will register for it during either the fall or spring semester of their senior year. *Meets general education requirement.*

### **IAS 499** 1 hour

#### **Special Study**

Upon recommendation of the major department chair, a student may petition for permission to serve as an instructional assistant in his/her major department. It is to be understood that the petition must be accompanied by a description of the student's duties and that the approved petition is to be presented to the Registrar's Office at the time of registration. *Prerequisites: Junior standing, overall GPA of at least 2.6, major GPA of at least 3.0, and permission of the associate vice president for academic affairs.*

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## **Academic Support Services**

**Associate Professors Manor, P. Kirkpatrick, Welch**

The Academic Enrichment Center is housed in the southwest wing of the Zondervan Library. In keeping with Taylor University's mission statement, the Academic Enrichment Center serves as a compassionate outreach to all students by providing academic study support so that all students may reach their academic potential.

The Academic Enrichment Center services include academic skills courses, study counseling, tutoring, disabled student services, Writing Center, Math Center, academic support for student athletes, academic support for students on academic probation, and academic support for provisionally accepted students. The Academic Enrichment Center in coordination with the Office of Academic Assessment offers academic support for students who are unable to meet proficiencies required by the university, including the listening proficiency of the teacher education program and the math, reading, and writing proficiencies of the general education program.

## ACADEMIC PROGRAMS

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The learning assistance services and programs in support of the Taylor University mission statement collaborate to assist and encourage all students to become active and independent learners. The specific goals of the Academic Enrichment Center are to:

- make students the central focus of the program,
- assist members of the campus community in achieving their personal potential for learning,
- provide instruction and services that address the cognitive, affective, and sociocultural dimensions of learning,
- introduce students to the expectations of faculty and the culture of higher education,
- help students develop positive attitudes towards learning and confidence in their ability to learn,
- foster personal responsibility and accountability for one's own learning,
- provide a variety of instructional approaches that are appropriate for the level of skills and learning styles of the student population,
- assist students in transferring previously learned skills and strategies to their academic work,
- provide services and resources to faculty, staff, and administrators that enhance and support classroom instruction and
- professional development,
- support the academic standard and requirements of the institution.

The Academic Enrichment Center offers courses intended to assist students in learning effective time management, efficient reading techniques, meaningful note taking strategies, excellent study models for test preparation and taking, and math knowledge for college success. Courses are provided to help students meet the math and reading proficiency levels as outlined in the degree requirements for the university.

### ***Academic Enrichment Center Courses***

**IAS 180/280**                      **1 hour**

#### **Applied Learning Techniques-Verbal**

Emphasizes techniques for the improvement of study skills, listening and note taking, reading, and comprehension. The course meets two hours a week with the third hour reserved for extra assignments. Work is completed in a lab setting and may be repeated one time only. *Pass-fail only.*

**IAS 185/285**                      **1 hour**

#### **Applied Learning Techniques-Math**

Emphasizes techniques for the improvement of math study skills,

## ACADEMIC PROGRAMS

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listening and note taking, and mathematics skills. The course meets two hours a week with a third hour reserved for makeup or extra assignments. May be repeated one time only. *Pass-fail only.*

### **IAS 410** **1 hour**

#### **Speed Reading**

Emphasis on speed reading techniques and effective comprehension. Meets two hours a week. *Prerequisite: thirteenth grade level reading; not open to freshmen. Pass-fail only.*

### **IAS 440** **1 hour**

#### **Advanced Test Preparation**

Individualized instruction and review of materials of both quantitative and verbal in preparation for passing exams such as the GRE, LSAT, GMAT, LSAT, and MCAT. Meets twice a week for seven weeks. *Pass-fail only.*

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## **Liberal Arts Program**

The associate of arts degree in the liberal arts is offered for students who desire a two-year program that emphasizes a breadth of knowledge. It is not to be taken with or awarded with any of the three baccalaureate degrees.

A 42-43 hour core of courses from a variety of academic disciplines is combined with 14 hours from the student's choice of concentration area and elective hours to total 64 credit hours. Core requirements include IAS 101, 110; ENG 110; CAS 110 or 120; PHP 100, 200x (one hour); BIB 110, 210; REL 313; COS 104 or 106; one science course; one history course; HUM 230; one literature course from ENG 230, 240, 250; one social science course; one math course; and one cross-cultural course. The area of concentration (or a combination of related areas if sufficient offerings are not available in one selected field of study) excludes existing associate degree programs (accounting, business administration, computing and information applications, and early childhood education) and must be approved by the dean of general education.

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## **Management Information Systems**

See Computing and System Sciences

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## **Mathematics**

**Chair, Professor Colgan; Professors Constantine, Klinger, Neuhouser;  
Associate Professors Benbow, Case, DeLong**

The major purposes of the mathematics department are to help students increase their knowledge and understanding of mathematical concepts, develop their

reasoning ability and problem-solving skills, and improve their ability to apply mathematics in a variety of areas. The department prepares students to become teachers of mathematics; to enter careers in business, industry, and government; and to pursue graduate study in mathematics and related areas.

The student expecting to major in mathematics should have four years of high school mathematics, including two years of high school algebra, geometry, and trigonometry. In the freshman year, students planning to major in mathematics and those preparing for scientific work, including engineering, should be qualified to begin with MAT 151.

The department offers four majors: mathematics, mathematics with a concentration in computer science, mathematics-environmental science, and mathematics education. The bachelor of arts degree is available in all four majors and requires two years of one foreign language. The bachelor of science degree is available for majors in math education, and mathematics-environmental science. For majors in mathematics and mathematics with a concentration in computer science, the bachelor of science degree must be combined with curriculum requirements in systems analysis.

### **Mathematics**

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The bachelor of arts degree with a major in mathematics requires two years of one foreign language and 47-48 hours including MAT 151, 230, 240, 250, 340, 352, 361, 392, 412, 461, 493; three hours of MAT electives. Also required, but not counted in the major GPA, is one course in chemistry or physics from CHE 201, 211, PHY 211, 212.

A mathematics minor requires a minimum of 23 hours including MAT 151, 230, and 15-hours of mathematic elective hours. Mathematics courses beginning with MAT 151 or higher may count toward a minor. MAT 201 and 202 may not count in the minor.

### **Mathematics/Systems**

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The bachelor of science degree with a major in mathematics/systems requires a minimum of 46-49 hours in the major including MAT 151, 230, 240, 250, 340, 352, 361 or 412, 382, 392, 393 (3-4 hours), 493; four to five hours of MAT electives. Also required, but not counted in the major GPA, is one course in chemistry or physics from CHE 201, 211, PHY 211, 212. Curriculum requirements in systems analysis include COS 120, 250, IAS 330, MAT 151, 352, 382, 393 (3-4 hours), SYS 200, 390, 392, 394, 401 or 402; three additional systems elective hours from COS 310, 320, 382, MAT 372, 412, 431, SYS 310, 401, 402. Courses selected for the three additional hours must be in addition to those required elsewhere in the major or systems. All systems curriculum courses must be completed with a C- or better.

### **Mathematics/Computer Science Concentration**

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The bachelor of arts degree with a major in mathematics and a concentration in computer science requires two years of one foreign language and a minimum of 64 hours including MAT 151, 230, 240, 250, 340, 352, 361 or 412, 372, 392, 493; three



## **ACADEMIC PROGRAMS**

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hours of MAT electives; COS 120, 250, 264 or 312, 381, 382, SYS 402. Also required, but not counted in the major GPA, is one course in chemistry or physics from CHE 201, 211, PHY 211, 212.

### **Mathematics/Systems/Computer Science Concentration**

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The bachelor of science degree with a major in mathematics/systems and a concentration in computer science requires a minimum of 70 hours including MAT 151, 230, 240, 250, 340, 352, 361 or 412, 372, 382, 392, 393 (3-4 hours), 493; COS 120, 250, 264 or 312, 381, 382, SYS 402. Also required, but not counted in the major GPA, is one course in chemistry or physics from CHE 201, 211, PHY 211, 212. Curriculum requirements in systems analysis include COS 120, 250; IAS 330; MAT 151, 352, 382, 393 (3-4 hours); SYS 200, 390, 392, 394, 401; three additional systems elective hours from COS 310, 320, MAT 412 (if not used in the major), MAT 431, SYS 310. Courses selected for the three additional hours must be in addition to those required elsewhere in the major or systems. All systems curriculum courses must be completed with a C- or better.

### **Mathematics-Environmental Science**

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The bachelor of science degree with this integrated major in mathematics-environmental science requires a minimum of 77 hours including:

Mathematics (39 hours): MAT 151, 230, 240, 250, 352, 392, 493; and 15 elective hours from MAT 340, 372, 382, 412, 431, 461.

Environmental Science (26 hours): ENS 204, 231, 383, 402; and eight elective hours from ENS 340, 351, 475.

Required Electives (8-10 hours): ECO 190 or 202, POS 312 or 331, and MAT 393 (2-4 hours).

Also required, but not counted in the major GPA, is one course in chemistry or physics from CHE 201, 211, PHY 211, 212.

### **Mathematics Education**

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The bachelor of science degree in mathematics education requires 71-74 hours of professional education and major courses. Students who desire licensure in mathematics must complete the following requirements: (Detailed curriculum guides are available from the education and mathematics departments).

Professional Education Courses (28-31 hours): EDU 150, 260, 312, 320, 332, 410, and 431. EDU 410 and 431 must be taken concurrently. EDU 332 is only required for those seeking licensure in junior high/middle school.

Mathematics Courses: The mathematics education major requires a minimum of 43 hours including MAT 151, 230, 240, 250, 312, 340, 361 or 412, 352, 493; one course from COS 120, MAT 320, 330, 341, 372, 431, 370, PHY 341; mathematic electives including MAT 392 to total 43 hours. Students are also required to take one of the following: CHE 201, 211, PHY 211, 212.

**Mathematics Courses**

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**MAT 100                      1 hour****Mathematics Fundamentals**

A study of the basic arithmetic operations, exponents, ratios, linear and quadratic equations, graphs, and story problems. This course is specifically designed to assist those students who need help for the mathematics proficiency examination. *May be taken pass-fail only. Does not count toward a mathematics major or minor.*

**MAT 105                      4 hours****Precalculus**

A course designed to prepare students who lack sufficient background for calculus. Topics are selected from algebra and trigonometry including equations, identities, graphs, and algebraic, exponential logarithmic and trigonometric functions. *Does not count toward a mathematics major or minor. Does not meet the general education math requirement.*

**MAT 110                      3 hours****Finite Mathematics**

A study of selected topics from set theory, matrices, systems of linear equations and inequalities, linear programming, counting and probability, statistics, and mathematics of finance. *Prerequisite: A good understanding of algebra. Does not count toward a mathematics major or minor. Meets general education mathematics requirement.*

**MAT 120                      3 hours****Investigations in Mathematics**

A course designed to engage students in relevant college-level mathematics from a problem-solving perspective. Students will experience interesting problems and real-life applications of mathematics from a variety of contexts while using appropriate technology. Emphasis will be on thinking, reasoning, and exploring patterns as well as communicating mathematical ideas. Topics will be chosen from data analysis, modeling, probability, statistics, mathematics of finance, logic, infinity, geometric applications, and fundamentals of problem solving. *Does not count towards a mathematics major or minor. Meets general education mathematics requirement.*

**MAT 140                      3 hours****Fundamental Calculus for Applications**

An introductory study of derivatives, series, and integrals with a wide range of applications including maximum and minimum problems. *Prerequisite: A good understanding of algebra. Does not count toward a mathematics major or minor. Meets general education mathematics requirement.*

**MAT 151                      4 hours****Calculus with Analytic Geometry I**

A study of functions, including algebraic and trigonometric functions. An introduction to the algebraic, numerical, and graphical approaches to calculus

## ACADEMIC PROGRAMS

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including limits, continuity, derivatives, integrals, and applications. *Prerequisite: A good understanding of algebra and trigonometry. Meets general education mathematics requirement.*

### **MAT 201** 4 hours

#### **Mathematics for Elementary Teachers I**

First of a two-course integrated content-methods sequence for elementary teacher preparation, this course is a study of the number system through the real numbers with special reference to teaching aids, laboratory methods, pedagogy including classroom use of hand calculators and microcomputers. Each student is required to team with a student of MAT 202 in a teaching team in the Taylor-Eastbrook Mathematics Project (TEMP). *Does not count towards a mathematics major or minor. Open to majors in early childhood and elementary education. Eight hours of MAT 201 and 202 meet the general education mathematics requirement.*

### **MAT 202** 4 hours

#### **Mathematics for Elementary Teachers II**

The second of a two-course integrated content-methods sequence for elementary teacher preparation with emphasis on geometry, problem-solving, and small-group work. Each student is responsible each week for a mathematics class in local schools, grades 1-6 (TEMP). *Does not count toward a mathematics major or minor. Open to majors in early childhood and elementary education. Eight hours of MAT 201 and 202 meet the general education mathematics requirement.*

### **MAT 210** 4 hours

#### **Introductory Statistics**

A study of basic statistical methods for describing data, counting outcomes and probability, probability distributions, sampling distributions, confidence intervals, tests of hypothesis, linear regression, and correlation. *Meets general education mathematics requirement.*

### **MAT 220** 4 hours

#### **Ways of Knowing**

Topics studied include number, logic, Euclidean and non-Euclidean geometry, algebraic structures, dimension, and infinity. A study is made of the deductive method in mathematics and its relationship to ways of knowing in other areas. There is an emphasis on the beauty of mathematics and the relationship of mathematics to science and other forms of culture including the arts and religion. This course is offered within the honors program.

### **MAT 230** 4 hours

#### **Calculus with Analytic Geometry II**

A study of analytic geometry, functions, limits and derivatives, differentiation and integration of algebraic functions and elementary transcendental functions, applications of the derivative, the definite integral, sequences, series, Taylor's formula, and special techniques of integration. *Prerequisite: MAT 151 or equivalent. Offered spring semesters.*

**MAT 240** 4 hours**Calculus with Analytic Geometry III**

A study of parametric equations, polar coordinates, vectors, three-dimensional geometry, partial derivatives, multiple integration, and vector analysis. *Prerequisite: MAT 230 or equivalent. Offered fall semesters.*

**MAT 250** 4 hours**Transitional Mathematics**

An introduction to abstract and linear algebra and to analysis. A study of the mathematical structure of matrices with applications, symbolic logic, Boolean algebra, groups, rings, and fields. Specific examples of the various algebras are studied rather than an extensive theoretical development. Also, types of proof including mathematic induction and epsilon-delta proofs of limits are introduced. *Offered fall semesters.*

**MAT 261, 262** 1 hour each**Special Problems**

Selected topics in mathematics. *Prerequisite: Consent of the department chair.*

**MAT 312** 4 hours**College Geometry**

Advanced Euclidean plane geometry with a brief survey of some of the non-Euclidean geometries and vector and transformational geometry. *Prerequisites: MAT 250. Offered spring semester of odd years.*

**MAT 320** 4 hours**Discrete Mathematics**

A study of logic, counting, set theory, mathematical induction, relations and functions, algorithms, combinatorics, and graph theory. *Co-requisite: MAT 250. Offered fall semester of odd years.*

**MAT 330** 3 hours**Graphing Calculator in Mathematics**

A study of the use of the graphing calculator in mathematics. The graphing calculator is used to explore concepts in precalculus mathematics, business mathematics, probability and statistics, calculus, and linear algebra. *Prerequisite: MAT 250.*

**MAT 340** 4 hours**Advanced Calculus**

An introduction to a rigorous development of the fundamental concepts of calculus. The real number system, sequences, series, limits, differentiation, and integration are developed rigorously. *Prerequisites: MAT 240 and 250. Offered spring semester of even years.*



## ACADEMIC PROGRAMS

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**MAT 352** 4 hours

**Mathematical Statistics**

A theoretical, as well as applied, study of counting outcomes, probability, probability distributions, sampling distributions, confidence intervals, tests of hypotheses, linear regression, and correlation. *Co-requisite: MAT 240. Offered fall semesters.*

**MAT 360** 1-4 hours

**Independent Study**

**MAT 361** 4 hours

**Abstract Algebra**

Emphasis on set theory; development of the postulates of group theory, rings, integral domains, and fields. *Prerequisite: MAT 250. Offered spring semester of even years.*

**MAT 370** 1-4 hours

**Selected Topics**

**MAT 372** 4 hours

**Numerical Analysis**

Iterative and other algorithmic processes, propagation of error, solution of transcendental and polynomial equations, numerical integration and differentiation, linear algebra, curve-fitting, and numerical solution of differential equations are studied. *Prerequisites: COS 120, MAT 240. Offered fall semester of even years.*

**MAT 382** 3 hours

**Advanced Statistics**

A study of regression analysis including multiple and nonlinear regression; correlation analysis, including multiple and partial correlation; analysis of variance; and nonparametric statistics. This course also includes selected topics from calculus and matrix theory required for the study of these topics. *Prerequisite: MAT 210 or 352; and MAT 151.*

**MAT 392** 1 hour

**Mathematics Seminar**

Each student in the seminar researches a mathematical topic and makes a presentation to the entire group. *Prerequisite: MAT 240. Offered fall semesters.*

**MAT 393** 1-4 hours

**Practicum**

**MAT 412** 4 hours

**Linear Algebra**

A course on matrix theory, linear equations and linear dependence, vector spaces and linear transformations, characteristic equation, quadratic forms, and the singular value decomposition. *Prerequisite: MAT 250. Offered spring semester of odd years.*

### **MAT 431** 4 hours

#### **Differential Equations**

A course on the solution of differential equations of the first order and first degree, linear differential equations with constant coefficients, nonhomogeneous equations by undetermined coefficients and variation of parameters, and an introduction to series solutions. Numerical methods and qualitative analysis are also used.

Differential equations are used to model physical problems including vibration problems and electrical circuits. *Prerequisite: MAT 240. Offered spring semesters.*

### **MAT 461** 4 hours

#### **Real Analysis**

An advanced study of the real number system, topology, functions, sequences, limits, continuity, and the theory of differentiation and integration. *Prerequisite: MAT 340. Offered spring semester of odd years.*

### **MAT 493** 3 hours

#### **Senior Capstone**

An overview of mathematics with an emphasis on the integration of all areas in undergraduate mathematics with an exploration of the relationship between mathematics and the Christian faith. *Offered during January interterm. Open to senior majors in mathematics only.*

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## **Modern Languages**

**Chair, Associate Professor J. Loy; Professor Barrick; Associate Professors E. Messer, Treber; Assistant Professor Koch**

The department of modern languages provides the opportunity for students to develop their communication skills in another language in order to gain linguistic, cultural, and literary understanding and to interact meaningfully with people from other cultures. The department prepares students for the future whether that means sharing their faith, conversing with a neighbor whose first language is not English, or performing a job in the professional realm.

In addition to offering courses in French and Spanish to meet the two-year language requirement for the bachelor of arts degree, the department offers a teaching and nonteaching major and minor in French or Spanish.

Majors may be required to take courses abroad in order to complete the departmental requirements. Other students may choose to study abroad for their own benefit or to complete the language requirement. In all cases the department must approve the study abroad courses in advance.

### **French**

The bachelor of arts degree with a major in French requires a minimum of 30 hours above elementary including FRE 201, 202, 221 or 342, 222; one four-hour course from FRE 312, 322, 332; electives from FRE 360, 370, 393; and any additional courses not applied above to fulfill the 30-hour requirement. Credit for FRE 201 and

## **ACADEMIC PROGRAMS**

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202 may be earned through the College Board Advanced Placement Program (AP) or through the College-Level Examination Program (CLEP). The CLEP test should be completed by October 15 of the freshman year. An approved experience abroad may fulfill a portion of the 30-hour requirement.

The minor in French requires a minimum of 17 hours above elementary and must include a three- or four-hour course at the 300/400 level taken on campus. Course requirements may be selected from FRE 201, 202, 221, 222, 312, 322, 332, 342, 360, 370, and 393. Credit for FRE 201 and 202 may be earned through the College Board Advanced Placement Program (AP) or through the College-Level Examination Program (CLEP). The CLEP test should be completed by October 15 of the freshman year. An approved experience abroad may fulfill a portion of the 30-hour requirement.

### **French Education**

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The bachelor of science degree in French education requires 68-71 hours of professional education and major courses. Students who desire licensure in French must complete the following requirements: (Detailed curriculum guides are available from the education and modern languages departments).

Professional Education Courses (28-31 hours): EDU 150, 260, 312, 320, 332, 410, and 431. EDU 410 and 431 must be taken concurrently. EDU 332 is only required for those seeking licensure in junior high/middle school.

French Courses (40 hours): Language courses include FRE 201, 202, 221, 300\*, 342; literature courses include eight hours from FRE 300\*, 312, 322, 332; culture and civilization courses include four hours from FRE 222 or 300\*; and electives from FRE 300\*, 312, 322, 332, 360, 370, 393 to total 40 hours.

\*Study in France: Twelve to 18 hours of credit may be earned through FRE 300, Study in France. Credit will be assigned in specific areas upon satisfactory completion of the study abroad experience. Participation in the program must be approved by personnel of the modern languages department. Study abroad is encouraged as an enhancement of the student's preparation. Study abroad may meet Language and/or Culture and Civilization requirements or may be used as an elective.

### **Spanish**

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The bachelor of arts degree with a major in Spanish requires a minimum of 30 hours above elementary including SPA 201, 202; SPA 211 or 212, 321 or 342, SPA 312; four hours from SPA 331, 332, 421, 422; and electives from SPA 360, 370, 393; and any course not applied above to fulfill the 30-hour requirement. Credit for SPA 201 and 202 may be earned through the College Board Advanced Placement Program (AP) or through the College-Level Examination Program (CLEP). The CLEP test should be completed by October 15 of the freshman year. An approved experience abroad may fulfill a portion of the 30-hour requirement.

The minor in Spanish requires a minimum of 17 hours above elementary and must include a three- or four-hour course at the 300/400 level taken on-campus. Course

requirements may be selected from SPA 201, 202, 211, 212, 312, 321, 331, 342, 332, 421, 422, 360, 370, and 393. Credit for SPA 201 and 202 may be earned through the College Board Advanced Placement Program (AP) or through the College-Level Examination Program (CLEP). The CLEP test should be completed by October 15 of the freshman year. An approved experience abroad may fulfill a portion of the 17-hour requirement.

### Spanish Education

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The bachelor of science degree in Spanish education requires 68-71 hours of professional education and major courses. Students who desire licensure in Spanish must complete the following requirements: (Detailed curriculum guides are available from the education and modern languages departments).

Professional Education Courses (28-31 hours): EDU 150, 260, 312, 320, 332, 410, and 431. EDU 410 and 431 must be taken concurrently. EDU 332 is only required for those seeking licensure in junior high/middle school.

Spanish Courses (40 hours): Language courses include SPA 201, 202, 211 or 212, 300\* or 321 or 342; literature courses include eight hours from SPA 331, 322, 300\*, 421, 422, LAS 300; culture and civilization courses include six to eight hours from SPA 300\*, 312 393, LAS 300, 393; and elective courses not applied above to total 40 hours.

\*Study Abroad: Twelve to 18 hours of credit may be earned through a study abroad program. Credit will be assigned in specific areas upon satisfactory completion of the study abroad experience. Participation in the program must be approved by personnel of the modern languages department. Study abroad is encouraged as an enhancement of the student's preparation.

### French Courses

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#### **FRE 101, 102                      4 hours**

##### **Elementary French I, II**

Stresses reading and the use of spoken language including the essentials of grammar and offers an introduction to French culture. Includes coordinated lab activities.

*FRE 101 is prerequisite to FRE 102.*

#### **FRE 201, 202                      3 hours**

##### **Intermediate French I, II**

Continues and builds upon the approach of FRE 101 and 102 through grammar review and intensive reading. Language lab activities are provided to promote oral communication. *FRE 201 is prerequisite to FRE 202.*

#### **FRE 221                              4 hours**

##### **French Conversation**

Emphasizes the development of facility in oral and written communication in French. Includes lab activities. *Prerequisite: FRE 202 or equivalent. Offered fall semester of even years.*



## ACADEMIC PROGRAMS

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### **FRE 222**

**4 hours**

#### **Contemporary France**

Study of contemporary French culture. *Prerequisite: FRE 202 or equivalent.*  
*Offered fall semester of odd years.*

FRE 221, 222, or instructor's permission is prerequisite to upper division courses.

### **FRE 300**

**12-18 hours**

#### **Study in France**

A language study experience for students participating in Taylor University's consortium agreement with Bowling Green State University's Academic Program in France. Course content varies depending upon the student's level of proficiency in French. Applicability to a major or minor other than French must be determined in advance by a petition submitted to the department.

FRE 312, 322, 332, and 342 are offered in rotation dependent upon student need and demand.

### **FRE 312**

**4 hours**

#### **Classicism**

A survey of French classical literature with emphasis on the dramas of Corneille, Racine, and Moliere.

### **FRE 322**

**4 hours**

#### **Rationalism and Romanticism**

Consideration of selected works from these periods in French literature.

### **FRE 332**

**4 hours**

#### **Realism, Symbolism, and Existentialism**

Study of representative works from each of these periods in the literature of France.

### **FRE 342**

**4 hours**

#### **French Linguistics**

Examination of the phonology of the French language, its word and sentence structure. Includes a study of contrasts between French and English.

### **FRE 360**

**1-4 hours**

#### **Independent Study**

### **FRE 370**

**1-4 hours**

#### **Selected Topics**

### **FRE 393**

**1-4 hours**

#### **Practicum**

<b>Spanish Courses</b>
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**SPA 101, 102                      4 hours****Elementary Spanish I, II**

The skills of listening, speaking, reading, and writing are taught in the context of daily happenings in the Spanish-speaking world. The essentials of grammar are studied. Lab activities are provided. *SPA 101 is prerequisite to SPA 102.*

**SPA 201, 202                      3 hours****Intermediate Spanish I, II**

Emphasis is placed on the conversational approach with additional reading and writing. *SPA 201 is prerequisite to SPA 202.*

**SPA 211                              2 hours****Communication in Spanish**

A promotion of oral proficiency and communicative competence. The course emphasizes daily happenings in the Spanish-speaking world. *Prerequisite: SPA 202 or equivalent.*

**SPA 212                              2 hours****Conversational Perspectives in Spanish**

An exploration of the diverse contemporary usage of spoken Spanish within the twenty republics of Hispanic culture. This class is conducted in everyday Spanish. *Prerequisite: SPA 202 or equivalent.*

SPA 211, SPA 212, or instructor's permission is prerequisite to upper division courses.

**SPA 300                              12-16 hours****Study in Spain**

A language study experience for students participating in Taylor University's consortium agreement with Trinity Christian College's Semester in Spain program. Course content varies according to the student's level of proficiency in Spanish. Applicability to a major or minor other than Spanish must be determined in advance by a petition submitted to the department.

**SPA 312                              3 hours****Culture and Civilization of Spain**

A survey of the people, culture, and customs of Spain through lectures, readings, discussions, and multimedia. *Offered spring semester of even years.*

**SPA 321                              3 hours****The Art of Writing Spanish**

An advanced workshop experience in the writing of Spanish. Includes a review of grammar and mechanics and practice in several expository modes including a formal research paper. *Offered fall semester of odd years.*

## ACADEMIC PROGRAMS

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### **SPA 331**

**4 hours**

#### **Introductory Spanish American Literature**

A study of representative New World Spanish literature to 1880. Selections from the conquest, colonial, and romantic periods are discussed. Historical and cultural perspectives are provided. *Offered fall semester of odd years.*

### **SPA 332**

**4 hours**

#### **Contemporary Spanish American Literature**

Post-romantic readings of Spanish America dating from 1880 to the present day. Selections are for critical analysis and interpretation as well as enjoyment. *Offered spring semester of even years.*

### **SPA 342**

**3 hours**

#### **Spanish Phonology**

An examination of the formation of speech sounds in the Spanish language and the application of phonetics and phonemics to understanding and speaking Spanish. Also includes a study of dialectal differences of American and Peninsular Spanish. *Offered spring semester of odd years.*

### **SPA 360**

**1-4 hours**

#### **Independent Study**

### **SPA 370**

**1-4 hours**

#### **Selected Topics**

### **SPA 393**

**1-4 hours**

#### **Practicum**

### **SPA 421**

**4 hours**

#### **Spanish Medieval and Renaissance Literature**

A study of Peninsular Spanish literature from its origin to 1700, the course includes selections from "El Cid" to "Calderon." Historical, political, and cultural perspectives are considered. *Offered fall semester of even years.*

### **SPA 422**

**4 hours**

#### **Spanish Literature from 1700-to Present**

A study of selected readings from the neoclassic, regional, romantic, and other periods of Spanish literature extending to the present. Social and political perspectives are considered. *Offered spring semester of odd years.*

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## **Music**

**Chair, Professor Harrison; Professor Parker; Associate Professors D. Collins, Rediger, Robertson, Harshenin Assistant Professor Meerdink**

It is essential that the Christian musician consider the relationship of music to Christian higher education. Briefly, the Christian college has, as its primary task, the guidance of the student in a search for values. The Christian scholar in the arts is

especially equipped to handle this task in a time when the arts are threatened by the superficiality of a "throw-away" culture. The Christian scholar is a representative, both of a well-founded, in-depth discipline (in this case, music) and of a value system (the Christian one) that seeks to counteract the trend toward a meaningless, disintegrated society. It is the Christian musician's responsibility to (1) understand and communicate the concept of creative, original expression, thus reflecting the role of God as Creator, (2) develop skills necessary to evaluate and determine high standards and quality in formal content, (3) guide in the discovery and preservation of truth in message content.

Taylor University makes music an integral part of the overall program serving the needs of the liberal arts student within the context of Christian higher education. For the music major, the department provides the bachelor of arts degree, bachelor of science degree, and bachelor of music degree programs. A Handbook for Music Majors, outlining all areas of concentration, is available from the music department.

The music department also provides (1) music minors with emphases in church music, keyboard pedagogy, and applied music; (2) numerous ensemble opportunities open to all students; (3) private lessons on all instruments; (4) concerts, faculty recitals, student recitals, and other cultural opportunities.

The music department is accredited by the National Association of the Schools of Music (NASM).

### **General Information for Music Majors**

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All prospective music majors must audition as part of the admissions process. Specific guidelines for auditions may be obtained by contacting the music department.

Music majors may receive instructional experience through the Center for Musical Development (CMD), practicums and internships in the public schools, churches and student teaching experiences in two school settings.

The utilization of modern technology is incorporated in some music courses through computer-assisted instruction (using Macintosh computers), electronic clavichord piano lab, music synthesizers, the electronic music studio and various software packages.

All music majors are required to attend performance classes, student and faculty recitals, concerts, and artist series events. Bachelor of music in music education majors attend a minimum of 84 concerts during their academic tenure; all other music majors attend a minimum of 96 concerts.

At the end of each term, an examining committee hears each music major on his/her primary instrument.

Each music major gives a junior proficiency recital-20 minutes in length for bachelor of music candidates and 15 minutes in length for all others including music



## ACADEMIC PROGRAMS

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education candidates. This recital is presented at the end of a student's sophomore year, or fourth term, in his/her applied area before the music faculty only and determines whether a student is to be admitted to the upper-division level.

All music majors perform in performance class recitals twice per term. The instructor determines public recital performance. Bachelor of music students are required to give a full graduation recital in their senior year, and all others, including music education majors, are required to give at least a half recital in their senior year.

Music majors are required to participate in an ensemble each term while on campus with a minimum of two years in the chorale, symphonic band, or chamber orchestra. Keyboard and composition majors are placed in the ensemble program in accordance with their abilities, interests, and ensemble needs.

### Music

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The bachelor of arts degree with a major in music requires completion of two years of one foreign language. It is designed for the student who is primarily interested in a liberal arts degree program with a focus in music. This broadly based degree program has as its foundation the study of music, history, theory, and literature. The program prepares students for diverse career opportunities in keeping with the liberal arts tradition of Taylor University. This major consists of 51 hours including 10 hours from MUS 100, 200, 300, 400 (applied major), two hours from 100, 200 (applied minor), eight hours of ensembles, 120, 123, 131, 132, 201, 223, 241, 341 or 342, 243/343, 361, 371, 372, 472. Voice majors are required to take MUS 118 and MUS 119 as a substitute for 2 hours of applied music.

The music minor programs for non-music majors consist of 28 hours including 18 hours of core requirements in MUS 100/200 (four hours), 120, 123, 131, 132, 223, 241; and ten hours in one of the following emphasis areas:

**Church Music Emphasis Area:** This emphasis is designed to prepare the graduate for work in the music programs in the local church. Specialty courses include MUS 200 (two hours), 320 (one hour), 350, 361, and major or minor ensemble (choral; two hours).

**Applied Music Emphasis Area:** This emphasis is designed for a liberal arts music minor program. Specialty courses include MUS 200 (four hours), one course from MUS 381, 440, 462, and major or minor ensemble (four hours).

**Keyboard Pedagogy Emphasis Area:** This emphasis is designed to prepare students to teach private piano. This course of study includes eight hours of applied piano study with juries at the end of each term. Those interested in pursuing this program should audition before the piano faculty. Specialty courses include MUS 200 (four hours), 381, 382, and 470.

### **Music/Elective Studies in Management, Marketing, and Theatre Arts Concentrations**

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The department offers a bachelor of science degree in music with elective study concentrations in management, marketing, and theatre arts. It is designed to provide the student with a broad-based musical foundation that prepares the student for possible vocational opportunities in the music business, industry or music theatre.

The 74-75 hour major with elective study concentrations in management or marketing requires a 50-hour music core including 12 hours from MUS 100, 200, 300, 400; (voice majors must take MUS 118-119) eight hours of ensembles; MUS 120, 123, 131, 132, 201, 223 or 472, 241, 361, 372, 392, 393; a minimum of eight elective hours from MUS 221, 223 or 472, 341, 342, 242, 243, 292, 351, 352, 362, 371; plus one of the two following concentration areas:

Management (24 hours): ACC 241, MGT 311, 350, 420, MKT 231, ECO 190 or 211, MAT 110 or 210; one elective course from MGT 422, 442, 452; HRM 362.

Marketing (25 hours): MGT 350, MKT 231, 312, 410, 460, MAT 210; two courses from ITB 375, MGT 452, MKT 313, 412.

The 73 hour major with an elective study concentration in theatre arts requires a 41-hour music core including 10 hours from MUS 100, 200, 300, 400 (applied major instrument) and MUS 118; two hours of MUS 100 (keyboard skills); eight hours of ensembles (one each semester); MUS 120, 123, 131, 132, 201, 241, 310OW (opera workshop), 361, 372, 223 or 472; a minimum of eight elective hours from MUS 221, 223 or 472, 242, 243, 292, 341, 342, 351, 352, 362, 371; and 25 hours of elective study in the following concentration:

Theatre Arts: CAS 120; CAT 200, 212, 432; PHP 200J; two hours of HUM 250 (one in musical theatre and one in a regular series play); one elective course from CAT 301 or 341; one elective course from CAM 352; CAT 362, 402; and four hours of CAT electives.

### **Music/Performance and Composition Concentrations**

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The bachelor of music degree is the initial professional baccalaureate degree in music. Its primary emphasis is on development of the skills, concepts, and sensitivity essential to the professional life of a musician.

Students in this major select concentrations in performance or composition.

The music major with a performance concentration prepares students for graduate school and possible careers as solo performers in concert or church music, accompanists, private teachers, professional ensemble members or conductors, or as college teachers. It requires 82-85 hours and is offered to students in the following areas:

Vocal Performance: 20 hours from MUS 100, 200, 300, 400 (applied primary instrument - includes MUS 118 and MUS 119); 4 hours from MUS 100, 200

## ACADEMIC PROGRAMS

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(applied secondary instrument); 8 hours of ensembles; MUS, 120, 123, 131, 132, 201, 221, 222, 223, 241, 242, 243, 292, 341, 342, 351, 361, 362, 371, 372, 440, 442, 472.

Piano Performance: 20 hours from MUS 100, 200, 300, 400 (applied primary instrument); four hours of MUS 100, 200 (applied secondary instrument); eight hours of ensembles; MUS 120, 123, 131, 132, 201, 221, 222, 223, 241, 242, 243, 292, 341, 342, 361, 362, 371, 372, 381, 382, 470, 472. MUS 351 and 352 are recommended electives.

Instrumental Performance: 20 hours from MUS 100, 200, 300, 400 (applied primary instrument); four hours from MUS 100, 200 (applied secondary instrument); eight hours of ensembles; MUS 120, 123, 131, 132, 201, 221, 222, 223; one course from 231, 232, 331, 332; MUS 241, 242, 243, 292, 341, 342, 352, 361, 362, 371, 372, 462, 472; four hours of music electives.

The music major with a composition concentration prepares students for further studies in graduate school, teaching theory/composition in college, and composing and/or arranging sacred or secular music as well as numerous opportunities in radio, television, or other related fields. It requires 80 hours and includes 12 hours from MUS 100, 200, 300, 400 (primary and secondary instruments), eight hours of ensembles, MUS 120, 123, 131, 132, 201, 221, 222, 223, 231, 232, 241, 242, 243, 292, 321, 322, 331, 332, 341, 342, 351, 352, 361, 362, 371, 372, 421, 422, 472.

### Music Education

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The bachelor of music degree in music education requires 96-97 hours of professional education and music courses. Students who desire licensure in music for all grades (K-12) must complete the following requirements: (Detailed curriculum guides are available from the education and music departments).

Professional Education (28 hours): EDU 150, 260, 312, 320, 410, and 431.

Music Courses (68-69 hours): 10 hours of applied primary instrument from MUS 100, 200, 300, 400 or eight hours of applied primary voice from MUS 100, 200, 300, 400; two hours from (applied secondary instrument) MUS 100, 200; MUS 120, 123, 131, 132, 201, 223, 241, 242, 243, 341, 371, 372, 472; music education courses: MUS 135, 311, 312, 315, 361, 362. Students must also complete one of the following areas of emphasis:

Choral/General Music: MUS 118, 119, 351, 440, 462; seven hours of ensembles in which 5-6 credits hours are in choral ensembles (4 in chorale) and 1-2 credit hours are in approved instrumental ensembles.

Instrumental/General Music: MUS 111, 231, 232, 331, 332, 352; seven hours of instrumental ensembles in which 5-6 credit hours are in instrumental ensembles (4 in band or 4 in orchestra) and 1-2 credit hours are in approved choral ensembles.

### **Music Ensembles**

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All college students are invited to participate in the various musical organizations. Students are encouraged to structure their schedules so that ensembles may be taken for credit. Humanities 250 credit may be obtained by participation in an ensemble or HUM 250 Folk Dances. Auditions are held for freshmen and transfer students during the days of orientation at the beginning of the academic year. For those students previously enrolled at Taylor University, auditions are arranged through the individual ensemble conductors.

### ***Choral Ensemble Courses***

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#### **MUS 210TS/310TS      1 hour**

##### **Taylor Sounds**

The Taylor Sounds is a select group of musicians dedicated to a high standard of chamber choral performance. The goal of the group is to learn a breadth of quality musical styles by notable composers. The mission of the ensemble is to express the highest divine and human values through the choral chamber music art.

Performance tours include domestic and overseas venues as well as conferences, conventions, and banquets.

#### **MUS 210UC/310UC      1 hour**

##### **University Chorus**

The University Chorus is a mixed choral ensemble open by audition to all men and women at Taylor University. The chorus sings diverse literature from all historic periods and performs on campus in chapel and concerts.

#### **MUS 210GC/310GC      1 hour**

##### **Gospel Choir**

The Gospel Choir is an auditioned choir open to all students. It performs a variety of gospel music and presents concerts on and off campus including gospel music festivals.

#### **MUS 210OW/310OW      1 hour**

##### **Opera Workshop**

The Opera Workshop performs one opera or musical each semester.. Participation is by audition and is open to music students and ensemble members. .

#### **MUS 240/340      1 hour**

##### **Taylor University Chorale**

The Taylor Chorale is open to all Taylor students on an audition basis. Repertoire consists of music drawn from the spectrum of sacred choral works. The mission of the ensemble is to express the highest divine and human values through the choral arts. Performances include domestic and international tours as well as concerts for conferences and conventions. Performance of sacred works with professional orchestras are also part of the chorale tradition.



## ACADEMIC PROGRAMS

### *Instrumental Ensemble Courses*

#### **MUS 210BC/310BC      1 hour**

##### **Brass Choir**

The Brass Choir, open by audition, consists of a selected group of brass players who perform classical and sacred brass literature. The choir performs frequently in chapel and area churches.

#### **MUS 210FC/310FC      1 hour**

##### **Flute Choir**

The Flute Choir consists of a selected group of flute students. The students are auditioned by the flute instructor and explore flute chamber literature. This choir performs one concert each semester.

#### **MUS 210HC/310HC      1 hour**

##### **Handbell Choir**

The Handbell Choir is open to students with bell ringing experience as well as to students with no previous experience who are willing to learn the art of bell ringing. The group performs in chapel as well as in programs on and off campus.

#### **MUS 210JC/310JC      1 hour**

##### **Jazz Combo**

The Jazz Combo is a selected ensemble by audition. The combo explores improvisatory stylings and performs a concert each semester. Beginning, intermediate and advanced level instruction is given.

#### **MUS 210JE/310JE      1 hour**

##### **Jazz Ensemble**

The Jazz Ensemble is open to all wind and percussion players by audition. It performs contemporary stage band literature as well as the jazz classics. This ensemble performs a concert each semester and tours in local schools and regional festivals.

#### **MUS 210PB/310PB      1 hour**

##### **Pep Band**

The Pep Band is open to all students who enjoy performing contemporary music at football and basketball home games. (No audition required.)

#### **MUS 210TR/310TR      1 hour**

##### **Taylor Ringers**

The Taylor Ringers consists of thirteen members chosen by audition. The group performs a variety of 4-5 octave literature of a moderate-to-difficult nature on campus and during tours each spring.

#### **MUS 280/380      1 hour**

##### **Symphonic Band**

## ACADEMIC PROGRAMS

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The Symphonic Band is open to all wind and percussion players by audition. It performs the classic band repertoire as well as transcriptions and current literature. The band performs concerts each semester and tours annually during spring break.

### **MUS 290/390**

**1 hour**

#### **Chamber Orchestra**

The Chamber Orchestra is open to all string/wind players by audition. The orchestra performs music from all periods and frequently combines with one of the vocal ensembles to present sacred oratorios and cantatas as well as opera and musicals. Wind and percussion players are also utilized each semester.

### **Applied Music**

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Private lessons are required of all music majors and are available for non-majors. All students taking applied music for the first time register for the 100 level. (Exceptions for transfer students are determined by an examination.) Advancement from one level to another is on the basis of proficiency/examination, or consent of the instructor. The course numbers represent lower and upper-division credits. Normally freshmen and sophomores register for the 100-200 level and juniors and seniors register for the 300-400 level. Students not majoring in music may enroll for applied lessons suited to their background and needs. For those students desiring to study privately in voice, keyboard, or instrumental areas, auditions are arranged individually with the director of voice, piano, or the specified instrumental area during the first week of each semester. Music majors should consult the Handbook for Music Majors for specific requirements at each level and private lesson fees.

Private music lessons may be taken for one to four hours in the following areas: brass, organ, piano, percussion, string, voice, woodwind, harp and guitar. This credit may be utilized to meet the general education requirement of HUM 250, Participation in the Arts. Students should contact the music department secretary during registration for the correct private instruction name and course number.

### **MUS 100, 200, 300, 400**

**1-4 hours**

#### **Applied Performance**

Learning practice methods, building good techniques, acquiring sufficient repertoire, gaining a broad knowledge of literature and composers, and achieving performance skills. .

### **MUS 105**

**1 hour**

#### **Applied Music Lessons for Non-Music Majors**

Private instruction designed for personal enrichment and development of musical talent. Content determined by contract with instructor at the beginning of each semester.

## ACADEMIC PROGRAMS

### *Music Education Courses*

#### **MUS 111G, 112G                      1 hour**

##### **Guitar**

Applied class instruction in Guitar for students with little or no previous training. Development of techniques with repertoire appropriate to the elementary level.

#### **MUS 111P, 112P                      1 hour**

##### **Piano**

Applied class instruction in piano for students with little or no previous training. Development of techniques with repertoire appropriate to the elementary level.

#### **MUS 111S, 112S                      1 hour**

##### **String**

Applied class instruction for students with little or no previous training. Development of techniques with repertoire appropriate to the elementary level.

#### **MUS 111V, 112V                      1 hour**

##### **Voice**

Applied class instruction in voice for students with little or no previous training. Development of techniques with repertoire appropriate to the elementary level.

#### **MUS 118                                      1 hour**

##### **Vocal Diction I**

A study of the International Phonetic Alphabet and its application for singers in Italian and German. Students will use classical art songs and arias as their basis of study. This class is to be taken in conjunction with applied lessons, supplying a firm foundation for future study. Required of all voice majors. *Offered fall semesters.*

#### **MUS 119                                      1 hour**

##### **Vocal Diction II**

A study of English and French diction and its application in classical art songs and arias. A working knowledge of the International Phonetic Alphabet is utilized as a learning tool. This class is to be taken in conjunction with applied lessons, supplying a firm foundation for future study. Required of all voice majors. *Prerequisite MUS 118 or permission of instructor. Offered spring semesters.*

#### **MUS 135                                      1 hour**

##### **Introduction to Music Education**

An introduction to the field of music education (K-12, general, choral, instrumental) in general, the areas of licensure (performance, knowledge, and dispositions) that need to be demonstrated and documented in particular. The IPSB components – Indiana Standards, technology, diversity, service learning, literacy, exceptionality, K-12 proficiencies, induction, and portfolio development and assessment will be introduced in class. In addition, an all-day field trip will be taken to observe the music program in a model school and attendance will be expected at the IMEA state conference. *Offered January interterm.*

**MUS 231 1 hour****Instrumental Methods I - Brass Instruments**

Class instruction in various brass instruments. Designed to acquaint music education specialists and church musicians with basic performance problems and teaching techniques of the brasses. *Offered fall semester of even years.*

**MUS 232 1 hour****Instrumental Methods II – Woodwinds**

Class instruction in various woodwind instruments. Designed to acquaint music education specialists and church musicians with basic techniques for teaching and playing woodwind instruments. *Offered spring semester of odd years.*

**MUS 301 4 hours****Music in the Elementary Classroom**

This course consists of three components: (1) an overview of the basics of music (rhythm, melody, harmony, form, tone color); (2) an introduction to musical skills (singing, playing a recorder, guitar, autoharp, conducting, rhythm band instruments); and (3) methods and materials for teaching music (especially those related to the Kodaly and Orff methodologies).

**MUS 311 3 hours****Elementary School Music**

A study of the role of the music specialist in planning musical experiences for children with emphasis on child development, music literature, teaching aids, and teaching practices utilizing guitar, recorders and Orff Instruments. Curriculum development and the organization of the elementary school music program are also included. *Offered fall semesters of even years.*

**MUS 312 3 hours****Secondary School Music**

Investigation of secondary music curricula, organizational structures, and materials. Emphasis is on performance-oriented areas (band, orchestra, and choir development). Includes a field experience lab. *Offered spring semesters of odd years.*

**MUS 315 1 hour****Secondary General Music: Methods and Materials**

An introduction to the methods and materials for teaching general music at the middle school level (stressing such instructional areas as the elements of popular music, world drumming, choir chimes, class piano, and technology) and for teaching high school courses such as music theory and music appreciation. *Offered fall semesters of even years.*

**MUS 331 1 hour****Instrumental Methods III – Percussion**

Class instruction in percussion instruments. Designed to acquaint music education specialists and church musicians with basic techniques for performing and teaching percussion instruments. *Offered spring semester of even years.*



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### **MUS 332** 1 hour

#### **Instrumental Methods IV – Strings**

Class instruction in string instruments. Designed to acquaint music education specialists and church musicians with basic techniques for performing and teaching orchestral stringed instruments. *Offered fall semester of odd years.*

### **MUS 361** 2 hours

#### **Conducting I**

An introduction to the psychological, technical, and musical elements of choral conducting. Study of musical scores of choral literature is also stressed. *Offered fall semesters.*

### **MUS 362** 2 hours

#### **Conducting II**

Advanced score studies, conducting, and rehearsal techniques of instrumental works. Lab experience with band or orchestra ensembles is included. *Prerequisite: MUS 361 or permission of the instructor. Offered spring semesters.*

### **MUS 381** 2 hours

#### **Piano Pedagogy I**

A study of the methods and materials of teaching beginning piano students. Supervised teaching experience is included. *Offered fall semesters.*

### **MUS 382** 2 hours

#### **Piano Pedagogy II**

A study of the methods and materials of teaching intermediate keyboard students. Supervised teaching experience is included. *Offered spring semester of odd years.*

### **MUS 392** 3 hours

#### **Music and Business**

A study of the business aspects of the music industry including topics such as identification of the management team, the recording industry, songwriting and music publishing, touring, music merchandising and motion picture music. *Offered in spring semester of even years.*

### **MUS 440** 2 hours

#### **Vocal Pedagogy**

Introduction to the scientific principles and theories of vocal production. Guides the student in building and appropriate repertoire of pedagogical materials through class demonstration, discussion and examination of current pedagogical attitudes and materials. Class members are required to observe and teach voice lessons. *Offered spring semester of even years.*

### **MUS 442** 2 hours

#### **Vocal Literature**

A study of art song literature (English, Italian, German, French and American) since 1600. Emphasis is on building stylistic interpretation. Lecture, score examination

and recorded examples are used. Music is performed by class participants. *Offered spring semesters of odd years.*

## Instrumental Pedagogy and Literature

Techniques, materials, literature and performance practices related to teaching instruments. A supervised teaching experience is included. *Offered fall semester of odd years.*

## Internship

In-depth experience with a minister of music involving responsibilities in various phases of the church music program including administration, organization, rehearsal, and worship.

## Music and the Church

A study of the organization, administration, and operation of the church music program. Areas of study include the multiple church choir program (preschool-grade 9), handbells, instruments, adult choirs, rehearsal techniques, vocal pedagogy, worship planning, song leading, and hymnody. *Offered spring semester of even years.*

## Music Theory

A comprehensive, practical introduction to the essentials of music theory: rhythm, intervals (diatonic and chromatic), scales (major and minor - all forms), key signatures, circle of 5ths, triads and chords, terms, and tempo markings. Class instruction as well as computer lab work includes singing, ear training, and keyboarding. *Offered fall semesters.*

# Harmony I

A study of basic fundamentals and structural elements of tonal music. Principles of part-writing, elementary forms, and melodic and rhythmic concepts are learned through written analytic and keyboard experience. Areas covered include diatonic triads, diatonic seventh chords, and secondary functions. *Prerequisite: MUS 120. Offered spring semesters.*

# Introduction to Music I

An introductory course exploring careers in music, the elements of music, basic music forms, styles, and an overview of Christian perspectives on music. The

## ACADEMIC PROGRAMS

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course is designed for the music major, music minor, and other interested students. *Offered fall semesters.*

### **MUS 132** 2 hours

#### **Introduction to Music II**

A survey of music history and literature in the Western-European tradition with emphasis on the major composers, genres, forms, stylistic characteristics and aesthetic principles of the various eras. *Prerequisite: MUS 131. Offered spring semesters.*

### **MUS 201** 1 hour

#### **Computers, Technology, and Music**

This is a preliminary-level instructional course designed to train the music major in the knowledge and applications of computer and MIDI systems as used in the music profession. Emphasis is placed on acquiring basic knowledge and skills in MIDI and hardware systems, synthesizer performance, sequencing, and desk-top publishing. Dominant use is on Macintosh systems. Basic keyboard skills are essential. Includes a supervised lab each week. *Prerequisites: MUS 120, COS 104 or 106, or permission of the instructor.*

### **MUS 221, 222** 2 hours each

#### **Composition I and II**

Original composition in elementary and advanced forms. Emphasis is on development of individual style of expression.

### **MUS 223** 3 hours

#### **Harmony II**

A continuation of Harmony I. Intermediate and advanced work in the following areas: chromaticism and modulations, diminished and half-diminished seventh chords, and doubly augmented sixth chords. Also included is an introduction to binary and ternary forms and late-nineteenth century tonal harmony as well as an introduction to twentieth century practices. An original composition is required as a final project. *Prerequisite: MUS 123. Offered fall semesters.*

### **MUS 241** 2 hours

#### **Sight Singing and Ear Training I**

Skill development is stressed in the areas of sight-singing (the ability to read/interpret musical symbols), ear-training (both written and aural skills), and rhythmic responsiveness accomplished through class performance and the use of the computer lab. *Prerequisite: MUS 120. Offered fall semesters.*

### **MUS 242** 2 hours

#### **Sight Singing and Ear Training II**

Continuation of MUS 241. Intermediate and advanced level work is in the areas of sight-singing, dictation (intervallic, melodic, and harmonic), rhythm (irregular meter), and analysis (small forms). *Prerequisite: MUS 241. Offered spring semesters.*

### **MUS 243/343                      3 hours**

#### **Music and World Cultures**

An investigative study of selected non-Western cultures and the role of music within the cultures. Three components are basic principles of culture and basic principles of music, Japanese culture and music, and African culture and music (East Africa and West Africa). This cross-cultural course is open to all students. Upper-division credit requires a paper pertaining to music and a culture of the student's choice. *Offered January interterm.*

### **MUS 292                              3 hours**

#### **Introduction to Electronic Music**

An introduction to the aesthetics and types of electronic music. Emphasis is placed on working with synthesizers, tape recorders, computers, sequencers, signal processors, and splicers with the objective of creating an electronic composition as a final project. Outside reading on the subject is required as an adjunct part of the course. *Prerequisite: MUS 201. Offered spring semester of even years.*

### **MUS 321, 322                      2 hours each**

#### **Composition III and IV**

Continuation of the project begun in 221-222. Includes an introduction to the technique of electronic music and the composition of several pieces in this medium using the music synthesizer and related equipment. Taught as a private lesson with requisite fee.

### **MUS 323                              1 hour**

#### **Functional Keyboard Skills**

The facilitating of practical keyboard skills including scales, chords, arpeggios, sight reading, and harmonization of melodies at sight. In addition, students complete the requirements needed for transposition, score reading, and accompanying in order to pass the Piano Proficiency. *Offered January interterm.*

### **MUS 341                              2 hours**

#### **Counterpoint**

Theoretical approach to the fundamental principles of eighteenth century polyphonic composition; a study of the formal designs and methods of structural treatment with written and analytical experience in the harmonic-contrapuntal concept of music. *Prerequisite: 223. Offered spring semester of odd years.*

### **MUS 342                              2 hours**

#### **Form and Analysis**

Analysis of representative works of the eighteenth and nineteenth centuries with emphasis on the structure and stylistic aspects of music. *Prerequisite: 223. Offered spring semester of even years.*

### **MUS 351                              2 hours**

#### **Choral Arranging**

A course on the ranges, tonal possibilities, and technical limitations of the different voices; the analysis of scores of standard choral compositions. Arranging and



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adapting scores for various vocal combinations are included. *Prerequisite or corequisite: 223. Offered fall semester of even years.*

### **MUS 352** 2 hours

#### **Instrumental Arranging**

Band and orchestral instruments are studied with a view to practical and effective writing. Arranging of compositions for various instrumental combinations is included. *Prerequisite: 223. Offered fall semester of odd years.*

### **MUS 371** 3 hours

#### **History and Literature I**

An introduction to Western music and musical style before 1750. Stylistic cognizance is acquired through examination of prevailing musical idioms, forms and literature. Composers, performers and historical figures that influenced music history are also examined, as well as terminology and vocabulary common to musicology. *Offered fall semesters.*

### **MUS 372** 3 hours

#### **History and Literature II**

An introduction to Western music and musical style between 1750 and 1900. Stylistic cognizance is acquired through examination of prevailing musical idioms, forms and literature. Composers, performers and historical figures that influenced music history are also examined, as well as terminology and vocabulary common to musicology. *Offered spring semesters.*

### **MUS 421, 422** 2 hours each

#### **Composition V and VI**

Continuation of projects begun in 321-322 in preparation for the senior recital. Taught as a private lesson with requisite fee.

### **MUS 470** 2 hours

#### **Piano Literature**

A study of piano works chosen from a given era or composer. Lecture, performance, recorded examples, and pedagogy techniques are used. Open to piano majors, certificate in piano pedagogy candidates, and others by permission of the instructor. *Offered spring semester of even years.*

### **MUS 472** 3 hours

#### **History-Literature III**

A study of the development of music from the year 1900 to the present. Representative music and concomitant phases of political history and art are correlated with aural and analytical techniques of this period of history. *Offered spring semesters.*

## ACADEMIC PROGRAMS

### *Special Topic Courses*

**MUS 170, 370**                      **1-4 hours**  
**Selected Topics**

**MUS 360**                              **1-4 hours**  
**Independent Study**

**MUS 393**                              **1-4 hours**  
**Practicum**

**MUS 450**                              **1-4 hours**  
**Directed Research**

**MUS 480**                              **1-4 hours**  
**Seminar**

**MUS 490**                              **1-2 hours**  
**Honors**

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## Natural Science

The natural science area includes curricular offerings in biology, chemistry, computing and system sciences, mathematics, and physics for the major in natural science.

A major in natural science with preprofessional concentrations in pre-engineering and premedical technology is designed for students participating in three-year preprofessional programs. All Taylor University degree requirements are applicable with the following exceptions: PHI 413, the minimum of 42 hours of upper-division credit, the minimum 128 total-hour requirement, and the senior comprehensive examination. Normally, students complete all applicable requirements within three years, including a minimum of 96 total hours and a minimum of 40 major hours taken in courses offered in the natural science area. These courses must be selected in accordance with the unique requirements of each preprofessional program. Upon completion of the three years at Taylor University, students complete one or two years of professional requirements at an approved accredited school. Upon receipt of a transcript verifying the satisfactory completion of one year at an approved accredited school, the student is granted the baccalaureate degree by Taylor University.

### **Natural Science/Pre-Engineering Preprofessional Concentration (3-2-1 Program)**

**Assistant Professor D. Smith, advisor**

A student desiring both a baccalaureate-level engineering degree and a Taylor degree may complete the designated Taylor on-campus requirements in three years. The engineering baccalaureate requirements may then be completed in two or three

## ACADEMIC PROGRAMS

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years after transferring to an approved accredited engineering school. On satisfactory completion of the first year of study at the engineering school, the student who follows the schedule of courses will be granted a baccalaureate degree with a major in natural science by Taylor University.

The bachelor of arts degree with a major in natural science and a pre-engineering concentration requires two years of one foreign language and 41-43 hours of natural science including the following recommended courses: CHE 201 and 202 or 211 and 212, COS 120, MAT 151, 230, 240, 431, PHY 211, 212, 341, and electives in the natural science area to total 41-43 hours.

The bachelor of science degree with a major in natural science/systems and a pre-engineering concentration consists of the 41-43 hour major requirement and curriculum requirements in systems analysis including COS 120, 240 or 250, IAS 330, MAT 151, 382, MAT 210 or 352, SYS 200, 390, 392, 394, 401, or 402, PHY 393 (3-4 hours); three additional systems elective hours from COS 310, 320, 382, MAT 230, 240, 372, 392, 412, 431, SYS 310, 401 or 402. Courses selected for the three additional hours must be in addition to those required elsewhere in the major or systems. All systems curriculum courses must be completed with a grade of C-or better.

### **Natural Science/Premedical Technology Concentration (3-1 Program)** **Professor Hammond, advisor**

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The medical technologist serves as a vital part of the hospital medical team, performing the lab tests that lead to successful diagnosis of illness. Taylor University maintains affiliations with three regional hospitals for students wishing to pursue a bachelor of science degree in natural science: Ball Memorial Hospital, Muncie; Methodist Hospital of Indiana, Indianapolis; and Parkview Memorial Hospital, Ft. Wayne.

The National Accrediting Agency for Clinical Lab Sciences requires three years of college work as a minimum of preprofessional preparation. After satisfactory performance of preparatory courses specified by the hospital program of choice (usually an additional year or more), a baccalaureate degree will be granted by Taylor University. The student is then eligible to take a national certifying examination. Upon successfully passing the certification examination, he/she will be certified as a registered medical technologist or its equivalent.

The bachelor of science degree with a major in natural science and a premedical technology concentration requires 40 hours of natural science with a minimum of 15 hours in biology and 15 hours in chemistry. Recommended courses in these fields include BIO 101, 203, 244, 245, and 371; CHE 201, 202, 301, 301L, 302, 302L, and 311. At least one mathematics course is also required. It is recommended that you choose from MAT 140 or 151. Some hospital programs also require at least one semester of physics. All Taylor University degree requirements are applicable with the following exceptions: PHI 413, the minimum of 42 hours of upper-division credit, the minimum 128 total-hour requirement, and the senior comprehensive

exam. Students must complete a minimum of 96 total hours at Taylor prior to entering the hospital program.

### **Science Research Training Program**

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The purpose of the Science Research Training Program is to stimulate students beyond "normal education" with hands-on practical experiences, promote real-world industrial relationships (careers), and prepare future graduate students. As faculty, students, and staff, our goal is to pursue excellence (world leadership in selected research areas) and thereby stay on the cutting edge of scientific research and thought. We encourage scholarly research, crossover interactions between various disciplines, and promote publications in professional journals by Taylor University faculty and students. Where possible, we relate science with society and apply science and technology to various mission field needs. Research activities are carried on quietly and often on a long-range basis, but are essential to leadership and progress. During the summer months, when faculty and students can devote more time to independent research, student stipends are available for research one-on-one with a faculty member. These projects include the areas of biology, chemistry, computers, engineering, environmental science, math, and physics.

### **Natural Science Courses**

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**NAS 220**

**4 hours**

#### **Natural Science Research Methods**

To introduce general science research in the fields of biology, chemistry, computer science, environmental science, mathematics, and physics/engineering. An overview of selected representative research topics, problem solving approaches, instrumentation, and analysis techniques. The lab emphasizes the use of scientific instrumentation and advanced computer software tools. *For students enrolled in the Summer Honors program. Meets any general education lab science requirement.*

**NAS 480**

**1 hour**

#### **Natural Science Seminar**

The integration of topics from contemporary science with an emphasis on recent research reports of interdisciplinary interest. Guest lecturers and faculty and student reports serve as the method of instruction.

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## **Off-Campus/International Studies Programs**

**Program Coordinator, Deborah Kim**

One of Taylor University's objectives is to prepare students for a variety of professions on a foundation of appropriate academic experiences, cultural breadth and Christian perspectives. In order to keep within its mission, Taylor University offers many opportunities for students to earn undergraduate credit for a semester, January interterm or summer in an environment of total academic and cultural immersion.



## ACADEMIC PROGRAMS

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Off-campus study programs challenge values and stimulate critical thinking whether they take place in the United States or abroad. Many students return home from their off-campus experience with new perspectives, new questions and a deeper hunger to learn more about their own society. For additional information, refer to the Off-Campus Study Program guide, available in the Office of Academic Affairs or go to <http://www.tayloru.edu/taylor/offcampus/>.

Students interested in participating in any of these programs should consult with the coordinator of off-campus programs located on the Taylor University Upland campus. As a general rule, the application process is limited to students who have completed their freshmen year; transfers must complete one semester at Taylor prior to applying to an off-campus program. All courses taken through off-campus programs must be taken for a grade, and may not be audited or taken pass-fail. Transfer credit only is given for Daystar University, Hong Kong Baptist University, Huron University USA in London, Oregon Extension, Orvieto Semester and semesters spent at Consortium schools. Students must earn a C- or above in order for transfer credit to be accepted.

In order to participate in any semester off-campus program, students must obtain approval from the faculty/campus liaison, their advisor, the Office of Student Affairs, the Controller's Office, the Office of Off-Campus Programs/Academic Affairs and the registrar. Course approvals and applicability to a major and/or minor are determined in coordination with the department after acceptance to a program.

Since most off-campus programs are independent organizations or universities not operated by Taylor University, students should understand that not every course will fulfill a Taylor requirement, and due to international registration procedures some students may not receive every class for which they register. Upon their return, students are responsible for any graduation requirements missed during their time overseas/off-campus.

### **Academic Program in France**

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The department of modern languages participates in the Academic Year Abroad program of Bowling Green State University. Through this participation, students have the opportunity to earn up to 18 hours of credit while studying for a semester in France. The program provides study in Paris in September followed by study at the highly respected Institut de Touraine in Tours, France. Students live with carefully selected French families while in Tours.

**FRE 300**

**12-18 hours**

#### **Study in France**

A language study experience for students participating in Taylor University's consortium agreement with Bowling Green State University's Academic Program in France. Course content varies depending upon the student's level of proficiency in French.

## American Studies Program

Creative internships are individually arranged to be pre-career work experiences to accommodate diverse majors or areas of interest. Sixteen hours of credit are earned through this interdisciplinary program that is designed for juniors and seniors.

A series of three seminars permits a variety of approaches to public policy issues in American government and politics, thus giving participant students an opportunity to utilize the national capital's unique array of human and organizational resources. The seminars are organized into two five-week public policy units and one four-week foundations study unit.

An internship experience for participants in the American Studies Program that challenges each student to integrate faith with practice in a professional setting.

Taylor's division of natural sciences is affiliated with the AuSable Trails Institute of Environmental Studies in Mancelona, Michigan. Taylor students may take summer courses for credit at AuSable and may also complete requirements for certification as naturalists, environmental analysts, or land or water resources analysts.

Students are offered an opportunity to discover the richness of China through a unique living/learning semester abroad sponsored by the Council for Christian Colleges and Universities. The China Studies Program (CSP) encourages students to wrestle with the critical issues facing China in the light of biblical truth. Students explore the complex past of one of the world's oldest cultures; experience the economic, political, and social realities of contemporary China; and study China's challenges as a rapidly emerging world power. Students live in the beautiful seaside port of Xiamen, and the curriculum incorporates travel and visits to well-known sites throughout the country, such as Beijing, Fujian, Shanghai, Xi'an, and Hong Kong.

A course designed to help students gain an appreciation for the richness of the spoken national language of China. Emphasis is placed upon acquisition of the basic facility in the dialect and on the spoken form.

## ACADEMIC PROGRAMS

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### **CSP 310** 3 hours

#### **Chinese History, Geography and Culture**

CSP participants begin with this introductory seminar, covering the history of China from its earliest beginnings up to the present. Students become familiar with the major dynasties of China and their characteristics. Topics include Chinese philosophy, classics, history and geography. On study tours students visit many of the most famous Chinese sites of historical and religious interest.

### **CSP 311** 3 hours

#### **Contemporary Society and Public Policy**

This course focuses on the upheavals that have transformed society since the Reform Policies of 1979. Topics include changes in the educational system, religious policy, population control, ethnic minorities legal reforms, Taiwan and Tibet, and China-US relations. Students also study religious traditions and life in China through lectures and visits to temples and monasteries.

### **CSP 312** 3 hours

#### **Modernization and Economic Development**

Students examine economic changes in China since the late 1970s. Areas such as foreign exchange, private enterprise, the stock market, rural development and the shift from state-owned enterprise to private enterprise are covered.

### **CSP 314** 3 hours

#### **Intercultural Communication**

This seminar emphasizes the parallels in learning a language and learning a culture, and how the two experiences inform each other.

### **CSP 320** 1 hour

#### **Local Arts and Culture**

This is an independent study in which students individually explore aspects of Chinese arts (such as acupuncture, calligraphy, painting and poetry) and make oral presentations to the class, sharing what they have learned.

### **CSP 321** 1 hour

#### **Tai Chi**

Taiji, a gentle and stylized form of self-defense, tones the body and concentrates the mind. Students learn the techniques, postures and routines of taiji from a Chinese master.

### **Christian Center for Urban Studies**

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Taylor University is affiliated with the Christian Center for Urban Studies (CUS) that serves as a cooperative education center linking the Olive Branch Mission in Chicago with twelve Christian colleges and seminaries. The Center's objective is to foster personal and corporate discipleship through involvement in urban ministry, participation in a Christian community, and the study of urban life and systems. Specific programs range from weekend field trips to three-week mini-term and semester-long programs. Students live in facilities owned by the Olive Branch

## ACADEMIC PROGRAMS

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Mission and experience firsthand an inner-city environment. Semester students must take 16 hours of credit.

### **CUS 225/325                      4 hours**

#### **Ministry in the Multi-Ethnic Urban Community**

This course is designed to provide a brief intensive life experience, in which a student is provided with beginning concepts to grasp and begin to understand the urban community and its multitude of diversity. Students will wrestle with the issues of poverty, racism, sociology, community development and social justice. Paired with sections on “Black Chicago,” Latino Perspective,” and “Middle Eastern Mindset,” students will have opportunities to put planning and heart into practice—volunteering, mentoring, advocating and ministering in the communities in which they will be learning. Ministry and Social Work tracks are available in order to accommodate those who need more internship hours. *Meets general education cross-cultural requirement. Offered January interterm and June session.*

### **CUS 230                              4 hours**

#### **Chicago Arts Seminar**

A survey of art experiences and expressions in Chicago, including the formulation of a Christian response to the arts. *Meets general education art as experience requirement. Offered semesters.*

### **CUS 312                              3 hours**

#### **Urban Anthropology and Mission**

An application of anthropological insights to ministry with people in modern cities. Issues of human behavior will be examined through participant-observation, quantitative research and experiential learning. *Offered semesters.*

### **CUS 322                              3 hours**

#### **Community, Culture and Christian Leadership**

An integration of the principles of Christian leadership for culturally diverse ministry in a Chicago setting. Major issues of leadership will be examined to develop personal skills and organizational strategies for leadership and community development. *Offered semesters.*

### **CUS 393                              4 hours**

#### **Practicum**

A hands-on experience to enhance academic knowledge in one's major field of study. A large selection of professional, culturally diverse and service internships are available. Credit involves reports and final evaluations from supervisor and four meetings with internship coordinator. Credit is based on one-hour credit for each 40 hours of supervised internship. *Offered semesters.*

### **Consortium Programs**

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The Consortium programs are comprised of the Christian College Consortium's Student Visitor Program in addition to other Consortium-approved, off-campus semester programs as described below:



## **ACADEMIC PROGRAMS**

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The Christian College Consortium's Student Visitor Program is designed to enrich the participant's educational experience by making the resources of other Consortium colleges available as part of the undergraduate program. Through the Student Visitor Program, one semester or its equivalent can be spent on one of thirteen Consortium campuses without completing lengthy enrollment forms. Credits are transferable to Taylor. Consortium Colleges include Asbury College, Bethel College, George Fox University, Gordon College, Greenville College, Houghton College, Malone College, Messiah College, Seattle Pacific University, Trinity International University, Westmont College and Wheaton College.

Daystar University, a Christian College Consortium program, allows selected second semester sophomore or junior students to spend a fall or spring semester studying at the Athi River campus located outside Nairobi, Kenya. Participants attend classes with over 1,200 African students who are studying for the bachelor of arts degree. Up to 17 hours of academic credit may be transferred while immersed in the radically different culture of East Africa. All instruction is given in the English language and is offered by a faculty of African nationals.

A Consortium agreement with Hong Kong Baptist University (HKBU) allows junior and senior students at Taylor University an opportunity to spend a fall or spring semester studying at HKBU, the only Christian university in the People's Republic of China. While living in campus dormitories with Chinese students, participants can earn from 12 to 17 hours of transferable course credit in classes taught in English. Premier programs include business, music, journalism, physical science, social sciences, English-Chinese translation and the humanities.

Junior and senior business majors have the opportunity to study and gain international internship experience in London through a consortium agreement with Huron University USA in London (Huron). Campus facilities, classrooms, offices and hall of residence are located in South Kensington, London. Students earn 12-17 hours of transferable course credit via traditional American-style classes, British-style tutorials and an internship (required). Students enroll in the one credit hour independent study course Christianity in a Cross-Cultural Setting for Taylor credit while attending Huron.

Taylor University participates in the Oregon Extension, a program of Houghton College, through the Christian College Consortium. This program offers a wide variety of courses in a very personal, highly rigorous academic environment. The fall semester program offers 15 hours of transferable credit under the general category of Contemporary Life and Thought.

Taylor University students interested in Italian culture, arts and humanities may participate in The Orvieto Semester of Gordon College (Orvieto, Italy). Students earn 16 hours of transfer credit. Ideal for students in their junior year.

### **Contemporary Music Center**

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This Council for Christian College & Universities off-campus study program provides a curriculum and community designed to speak to the head, heart and souls

of young musicians and aspiring music executives. In addition to seminars, lectures and practicum, great attention is given to the actual creation and marketing of original music. Students select courses from an artist or executive track and earn 16 hours of elective credit. *Offered fall and spring semesters.*

Artists, via both the classroom and lab, will work with faculty, other students and visiting experts to learn how to produce, record, mix and edit recordings in a professional multi-track studio.

Through readings, lectures and seminars delivered by leading industry figures, the course will give up-to-the-minute insight into the inner workings of the music industry. Emphasis will be given to career possibilities and the gifts and skills required to succeed in each of the major areas. Students will gain an understanding of the structure and methodologies of a typical US record company.

In consultation with staff and executive track students, artists will develop a live concert presentation that best utilizes their gifts as musicians, entertainers and communicators. Both informal and public performances will be presented throughout the semester.

Artists will receive classroom instruction, participate in directed study with staff and work in collaboration with other students to develop their use of form, melody, harmony, rhythm and lyric. Emphasis will be placed on the song as the vehicle for the artist's creative exploration and public communication.

Through lecture, text and visiting music industry experts, executive track students will gain an understanding of the economic, creative and spiritual elements critical to a career in contemporary music. Students identify their gifts and develop a long-term career plan. Students prepare materials necessary to pitch an artist to a record company, and negotiate a mock recording contract.

Executive track students will learn how to create a label business plan; analyze and forecast trends in popular music; assemble a successful artist roster; and, in tandem with the artists, they will plan, budget and produce recording sessions.

## ACADEMIC PROGRAMS

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### **CMC 316** 3 hours

#### **Music Marketing and Sales**

Through classroom instruction and presentations by visiting industry experts, executive track students will become familiar with the role of packaging, retail point-of-purchase materials, publicity, advertising, radio and video promotion, Internet marketing and tour support in the marketing and sale of recorded music. Students will develop comprehensive marketing plans for each semester's Artist recordings.

### **CMC 320** 3 hours

#### **Faith, Music and Culture**

The purpose of this course is to help students develop a Christian approach to the creation, marketing and consumption of contemporary music. While engaging in studies of theory, history and criticism, students explore the concept of culture and the nature of popular culture. Students examine popular art and music in contemporary aesthetic, social, cultural and industrial contexts, and explore the issues involved in relating faith and worldview to the production and criticism of commercial music.

### **CMC 393** 1 hour

#### **Practicum**

An intensive ten-day practicum in a major music market.

### **Focus on the Family Institute**

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Focus on the Family Institute, under the auspices of Focus on the Family in Colorado Springs, provides a unique values-oriented, biblically based education program in which students examine critical family issues. The curriculum is composed of four core courses, a practicum experience in one of the various departments at Focus, and an integrative research project. This semester studies program crosses academic and professional disciplines. Interaction with various national and international leaders and experts is also provided.

### **HEART Program**

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The HEART Program is offered during January interterm for those desiring to serve in developing third world countries. Students live and learn in a simulated third world village. Emphasis is on technical skill learning in agriculture (animals and horticulture), appropriate technology, cross-cultural communication/community development, nutrition/food preparation, and primary health care. Students receive three hours of Taylor credit for this program, which takes place at the Heart Institute in Lake Wales, Florida.

### **Honours Programme—CMRS, Oxford**

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The Honours Programme—CMRS, Oxford (OHP) is a partnership program with the Council for Christian Colleges and Universities and the Centre for Medieval and Renaissance Studies (CMRS), affiliated with Keble College of the University of Oxford. OHP offers juniors and seniors with a 3.5 GPA or higher an opportunity to study, research and interact with Oxford dons (professors) while earning sixteen semester hours of Taylor credit. Students may explore areas of their major field by



designing two separate tutorials. An interactive seminar offers an opportunity to study a specialized topic of the Medieval, Renaissance, Reformation and Counter-Reformation periods. Each student presents a major scholarly project/paper in an integrative survey course. Travel to significant historical and cultural sites in England on four study tours is included.

### **OHP 300** 8 hours

#### **Oxford Honours Private Tutorial**

Students may design two individualized tutorials, in consultation with their home campus faculty, that fit specific needs. These tutorials must remain in the framework of the liberal arts.

### **OHP 310** 4 hours

#### **Oxford Honours Seminar**

Five students regularly meet with a tutor for a guided course of study. A listing of seminar choices can be found in the annual CMRS Prospectus in the Office of Academic Affairs.

### **OHP 320** 4 hours

#### **Oxford Honours Integrative Course**

In the fall semester the integral course comes at the beginning of the term and traces the background knowledge necessary for an understanding of the Middle Ages. In the spring semester the integral course comes at the end of the term providing a conclusion to the semester by consolidating the student's grasp of developments in Europe during the Renaissance and Reformation, and by looking ahead to the seventeenth century. A major scholarly project or term paper for presentation at a closing symposium is required.

### **International Business Study Tour**

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The business department on the Upland campus sponsors this business study tour during January interterm or in the summer. Students visit various international sites using these locations as their classroom to study trade, economics and other business topics.

### **ITB 381** 3-4 hours

#### **International Business Tour**

A study tour of selected international locations to focus on regional trade, economics and business topics. Issues of cultural differences, conflicts, compromises and international cooperation are examined. Throughout, the cultural dimension of international business dealings is emphasized. Prerequisites: MKT 231, ECO 202 or 190, sophomore standing within a business division major/minor. *Offered January interterm.*

### **Irish Studies Program**

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The Irish Studies Program of Taylor University is designed to help college students expand cultural and spiritual awareness by studying and experiencing the history and culture of Ireland. With an emphasis on the integration of faith, learning and living, the Program seeks to develop an understanding of Ireland and its people



## ACADEMIC PROGRAMS

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through curricular and co-curricular activities. Students earn 16-17 hours of credit. The Program is located in the quiet seaside town of Greystones in County Wicklow, Ireland. Just 20 miles south of Ireland's capital, Dublin, Greystones provides students with a safe and pleasant community, including a harbor, beach and cliff walks.

### **ISP 200**

**1 hour**

#### **Hill Climbing**

This course is designed to introduce students to a variety of basic techniques and principles necessary for a safe and enjoyable hiking experience, as well as promote a lifelong activity that aids in developing a healthy life style. Particular areas of content include gear selection, basic land navigation skills, hiking technique, trip planning, Leave No Trace ethic and first aid. Students complete a variety of reading assignments as well as keep a journal of their hiking experiences. *Part of the Irish Studies Program.*

### **ISP 220**

**3 or 4 hours**

#### **Contemporary Ireland**

This course entails the investigation of the geographic, social, cultural, political, artistic and religious aspects of Ireland. Exploration of these topics occurs through involvement with Irish people, engagement in cultural activities, studying the history, culture, geography, and literature of Ireland, conversations with one another, as well as personal journaling. This course intends to help students reflect on their values, attitudes, and behaviors and those of their home culture in comparison to the Irish culture. Students are encouraged to develop understanding of and adaptation to a different culture as well as empathize with persons from that culture. *Part of the Irish Studies Program. Meets cross cultural requirement for general education.*

### **ISP 225/325**

**3 hours**

#### **History of Ireland**

This course deals with the different people who became permanent settlers in Ireland over the centuries and of the contribution that each has made to the development of an Irish society and economy, and to a distinctive Irish artistic and political life. The early lectures consider the Celts, the Vikings and the Anglo-Normans, but the principal focus is on the modern centuries with a detailed treatment of English and Scottish Protestant settlements in Ireland of the interaction of these settlers and their decedents with the Catholic population. Special attention is given to the major conflicts that occurred, especially those of 1642-52, the 1790s and the current conflict in Northern Ireland. Finally, consideration is given to the Anglo-Irish War of Independence and the Irish Civil War. *Part of the Irish Studies Program. Meets history requirement for general education. History majors who have already fulfilled the general education requirement may take the course for upper division credit, with approval of the professor.*

**ISP 230/330****3/4 hours****Irish Literature**

This course concentrates upon literature written by Irish writers within Irish contexts and landscapes--intellectual and emotional when not physical. Assignments exploit unique opportunities available while studying in Ireland itself, adjacent to England. More complicated is the colonial influence upon Ireland, the island's currently divided space; "the troubles," and the connection between high art and popular expression. Thus, a focus of the course will be how the search for a literary voice not only parallels, but indeed facilitates the search for a national Irish identity. Acknowledging writers' interest in Gaelic language and culture, students read works in English. Noting the role of musical performances in pubs and the rhetoric of the public sphere, the course concentrates upon fiction, poetry, and drama. *Part of the Irish Studies Program. Meets literature requirement for general education. English majors who have already fulfilled the general education requirement may take the course for upper division credit, with approval of the professor.*

**ISP 250****1 hour****Participation in the Arts**

*Meets participation in the arts requirement for general education.*

**ISP 355****3 hours****Celtic Studies**

A survey of Christian belief as developed during the history of the church with a special focus on Medieval Christianity in Ireland. *Part of the Irish Studies Program. May substitute for REL 313 as a general education requirement.*

**Israel/Greece Study Tour**

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The department of biblical studies on the Upland campus sponsors a three-week trip to Israel and Greece during January interterm. The trip focuses on biblical developments of the Old and New Testament eras. Special emphasis is placed on the archaeology of Jerusalem, Jesus' ministry in Galilee, and the life and journeys of the apostle Paul. Students visit key sites in both Israel and Greece.

**BIB 103****3 hours****Introduction to Holy Land Studies**

A study of the biblical background and contemporary significance of Israel. Taught in Israel during January. *This course may count for either BIB 110 or 210, a departmental elective or cross-cultural requirements. Offered January interterm.*

**Jerusalem University College**

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The department of biblical studies on the Upland campus offers an opportunity for fall or spring semester studies at Jerusalem University College (JUC) in Israel. Choice of several course offerings is available. Students have the opportunity to study Scripture in context, view biblical sites, understand the Arab-Israeli conflict and experience modern and ancient cultures. This program provides a basic understanding of the land and people of the Bible and of the Middle East.

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*Availability of the program in fall and spring semesters is dependent upon review of current political conditions.*

### **JUC 300** 12-17 hours

#### **Holy Land Studies/Israel**

Students enrolling in this semester-long program in Bible, geography, history and archaeology will receive 12-17 hours of Taylor credit to be identified on the basis of courses selected when they enroll. *Applicability toward the major, general education and cross-cultural requirements must be determined in advance by petition or course selection.*

### **Latin American Studies Program**

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This semester program based in San José, Costa Rica, is offered through the Council for Christian Colleges and Universities. In addition to the standard program of language and seminars (both semesters), the Latin American Studies Program (LAS) offers three tracks including international business (fall semester), tropical science (spring semester) and advanced language and literature (both semesters). All students study the Spanish language and become immersed in the rich culture and history of the Latin American people. Students reside in the homes of Costa Rican families, engage in a service project and travel within Central America.

### **LAS 300** 6 hours

#### **Latin American Studies Spanish Language Study**

Students participating in the Latin American Studies Program study grammar, conversation and literature in a Spanish class that is determined by the student's level of proficiency.

### **LAS 310** 6 or 7 hours

#### **Latin American Studies Seminar in Costa Rica**

Two interdisciplinary seminar courses help students participating in the Latin American Studies Program learn about and appreciate the Latin American people. A greater understanding of the Latin culture is gained by studying the social, cultural, political, psychological, philosophical, theological and economic currents that flow through Latin American society. Applicability to a major must be determined in advance by the department.

### **LAS 393** 1-4 hours

#### **Latin American Studies Practicum in Costa Rica**

Midway through a Latin American Studies Program students participate in a two-week hands-on service project (unless enrolled in the business, tropical science, or advanced language and literature track).

### **Lighthouse Trips**

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Lighthouse is a ministry of Taylor World Outreach. Lighthouse teams go to different parts of the world to share the light of the gospel, the redemptive love of Jesus Christ, with a world in need. The teams are recruited in the spring for ministry projects that take place the following January. Students must take a required one-credit-hour course in cross-cultural ministry during the fall semester followed by the

trip in January, earning three cross-cultural credit hours. The ministries include evangelistic outreach through the performing arts, work and service projects, practical missionary training, and missions surveys and are designed to optimize the cross-cultural, interpersonal and ministry aspects of the international experience.

### **IAS 120** **1 hour**

#### **Introduction to International Ministry**

An overview of cross-cultural mission, of American cultural distinctives, and of host nations' cultural distinctives is presented. *The class is offered each fall in preparation for participating in cross-cultural ministry during January interterm. Grade only.*

### **IAS 320** **3 hours**

#### **Cross-Cultural Outreach**

IAS 120 or permission of the instructor is required for this month-long experience of ministry that meets the general education cross-cultural requirement. Additional practicums may be selected in philosophy/religion, Christian education, social work, elementary education or music during the field experience. *Offered January interterm.*

### **Literary London**

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A study of literature and culture is offered in England annually by the English department during January interterm. Students may receive credit in general education, literature or cross cultural studies. The group focuses its activities in central London with field trips to surrounding areas such as Stratford-upon-Avon, Canterbury, Oxford, Dover and Salisbury. Students are encouraged to attend plays and musicals and to participate in British life.

### **ENG 233** **3 hours**

#### **Literary London**

A study-tour conducted each January in England, combining study of selected major British authors with extensive sightseeing in London and surrounding counties. *Enrollment with permission of instructor. Offered January interterm.*

### **Lithuania Christian College**

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Lithuania Christian College (LCC), located in the beautiful port city of Klaipeda, and Taylor University have developed a one-semester (either spring or fall), study-abroad program. The program allows Taylor students to enroll in twelve to seventeen hours of university courses including subjects in English, Christian studies, business, history, German, psychology, philosophy and counseling.

### **LCC 370** **12-17 hours**

#### **Study in Lithuania**

This semester program offers a variety of courses taught in English. Applicability toward major, general education and cross-cultural requirements must be determined in advance of course selection. *Permission by program director is required.*



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### Los Angeles Film Studies Center

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The Los Angeles Film Studies Center (LAFSC), located adjacent to Burbank, California, provides a values-based education for skills acquisition and on-the-job training for students interested in the various aspects of the film industry. Serving as a fall or spring semester extension campus for the Council for Christian Colleges and Universities member colleges, the LAFSC incorporates a semester-study program with internship experiences to equip students to be a positive Christian presence in the film industry. *Applicability to a major must be determined in advance by the department.*

#### **FSC 300** **1 hour**

##### **Hollywood Symposium**

A series of lecture/discussions focused on the development and integration of a Christian worldview as it relates to the Hollywood entertainment industry. Students are expected to engage in interactive events, as well as submit a summary paper(s). Topics include "A Theology of Hollywood," "Ethics in the Entertainment Business," and "Practicing Christianity in Hollywood."

#### **FSC 310** **3 hours**

##### **Introduction to Filmmaking**

An introduction to the theory and practice of motion picture filmmaking. Topics will include familiarity with filmmaking equipment; basic motion picture techniques; converting ideas to images; the use of lighting, editing, and sound in film; and the role of acting, directing and good storytelling in the filmmaking process. Students make several short super 8mm films that manifest their faith in content and process.

#### **FSC 312** **3 hour**

##### **Screenwriting**

An introduction to contemporary screenwriting, including an understanding of dramatic structure, character and dialog development, and the writing process. Students complete a full-length screenplay for a feature film or "movie-of-the-week." Emphasis is given to the role of Christian faith and values as they relate to script content.

#### **FSC 313** **3 hours**

##### **Seminar on Independent Film Production**

An introduction to the process of producing an independent feature film. Topics include legal structures, business plans, preproduction activities such as scheduling and budgeting, and an overview of the producer's role in production, and distribution. Attention is given to the Christian's unique contribution to producing.

#### **FSC 315** **3 hours**

##### **Acting in Hollywood**

An introduction to the practice and process of acting in the Hollywood entertainment arena. Topics include the role of agents, managers, casting directors and unions; equity waiver theatres and showcases; photos and resumes; and an exploration of the audition process used for commercials, live theatre, film and

television. The class will provide a limited number of both off and on camera acting exercises. Attention will also be given to the unique role and demands that the acting profession places on the Christian actor.

### **FSC 320** **3 hours**

#### **Faith, Film and Culture**

A study of the relationship between film and popular culture, with emphasis on Christianity's role in these arenas. The course examines how faith, film and culture mutually influence one another. It includes an overview of the historical relationship between the church and the movies, an understanding of a theology of the arts, a cultural studies approach to the nature of the arts in popular culture, and the Christian's role in identifying, discerning and ultimately influencing movie content.

### **FSC 492** **6 hours**

#### **Internship**

A nonpaying internship in some aspect of the Hollywood film or television industry as arranged by the LAFSC. The internship is to serve as a laboratory that provides students real-life exposure to the industry.

### **Middle East Studies Program**

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The Council for Christian Colleges and Universities sponsors a Middle East Studies Program (MES) in Cairo, Egypt. Students who are juniors and seniors are exposed to the vast resources of Cairo during the fifteen-week fall or spring semester.

Courses such as Introduction to Arabic Language, People and Cultures of the Middle East, Islamic Thought and Practice in the Middle East, and Conflict and Change in the Middle East maximize the educational, experiential impact of the curriculum. The program includes two travel components: one to Israel/Palestine and one to Jordan, Syria and Turkey. Involvement in a local service project is an important component of the program.

### **MES 100** **4 hours**

#### **Introduction to Arabic Language**

While focusing on spoken Arabic, students are given a solid grammatical introduction to the language. Students are also introduced to the major genres of Arabic literature with consideration of how the Christian faith relates to themes encountered in Arabic literature.

### **MES 310** **4 hours**

#### **People and Cultures of the Middle East**

This course seeks to acquaint students with the enormous varieties of peoples and cultures found in the Middle East. Literature, music, dance and food are integrated into the learning experience. The course examines the basic structure of historical and contemporary societies and cultures with a special emphasis on those found in Egypt, Jordan, Syria and Turkey.

## **ACADEMIC PROGRAMS**

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### **MES 312**

**4 hours**

#### **Conflict and Change in the Middle East**

The purpose of this course is to help students understand the historical, political and religious transformations that have occurred in the last century. The Arab-Israeli conflict will receive special emphasis with the goal of helping students understand the complexity of the issues surrounding the current attempts to establish a lasting peace. The course includes an extended travel component based in Jerusalem.

### **MES 322**

**4 hours**

#### **Islamic Thought and Practice in the Middle East**

This course examines the doctrines, rituals, jurisprudence, and historical vision of Islam with an emphasis on contemporary expressions of Islam in the Middle East.

### **Oak Ridge Institute for Science and Education**

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Taylor's division of natural sciences maintains a collegial relationship with the staff of the Oak Ridge Associated Universities. Taylor has been one of the leading participants in the highly rigorous and demanding program experimenting with the use of radioisotopes in biology, chemistry and physics. During January interterm sessions, students join other college and university participants to study and conduct research experiments.

### **Oxford Study Program**

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The Taylor Oxford Study Program offers an alternative approach to major study during January interterm. Learning is facilitated by a tutorial method at England's Oxford University. The program consists of various group meetings to assimilate British culture. Each Taylor student meets weekly with an Oxford tutor on a topic of the student's choice for Taylor credit. Students are hosted in homes of British church families.

### **Russian Studies Program**

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Students may earn up to 16 hours of credit while discovering firsthand the richness of the Russian language, culture and history through a unique living/learning semester abroad sponsored by the Council for Christian Colleges and Universities. The Russian Studies Program (RSP) makes use of the resources found in Moscow, center of the former Soviet government and current political and economic debate; Nizhni Novgorod, located on the Volga River 230 miles east of Moscow in the Russian heartland and the focus of post-Communist economic reform; and St. Petersburg, where Eastern and Western influence are wed in a city rich with history and culture. The semester includes the opportunity to participate in a service project and to live with Russian families. Applicability to a major must be determined in advance by the department.

### **RSP 100**

**4 or 6 hours**

#### **Russian Language Study**

While primary focus of the Russian language course is on conversational Russian, other goals include equipping students to be comfortable with basic reading and writing in Russian. Placement in this course of study corresponds to level of

proficiency. Contact with students, faculty and host families facilitates language acquisition.

**RSP 310** **4 hours**  
**Russian Peoples, Culture and Literature**

Using the resources of Moscow, St. Petersburg and Nizhni Novgorod, students study the Russian people and culture throughout history using well-known works of Russian literature to examine changes in Russia. Works by Tolstoy, Dostoyevsky, Gorky and Bulgakov are used. Visits to appropriate sites, including homes of literary figures, museums, and historic cities and villages are included in this seminar.

**RSP 311** **3 hours**  
**Russia in Transition**

Students are introduced to the complexities of transition from a centrally planned economy to a free market system and establishment of democratic institutions as they take an in-depth look at Russia since 1991. Students discuss the changes and their impact on Russia's economy, political institutions and the life of the Russian people. The seminar includes service projects in selected educational institutions, orphanages, businesses and other organizations in the Nizhni Novgorod region, as well as travel throughout western Russia.

**RSP 312** **3 hours**  
**History and Sociology of Religion in Russia**

This seminar delves into the history of religion in Russia dating from the beginnings of Christianity in the tenth century to the present day, with emphasis on Orthodoxy and Protestantism, including study of the persecution during the Soviet era and the flourishing of religious activity in post-Soviet years. The course also looks at the current government regulations from various points of view.

**RSP 313** **2 hours**  
**International Relations and Business**

Students explore issues related to the newly-arising world of business in Russia. Cultural differences, economic potential, ethics and government policy will be examined.

**Semester in Spain**

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The department of modern languages participates in the Semester in Spain program of Trinity Christian College. In this program, students earn up to sixteen hours of credit while studying with faculty members who are natives of Spain. Students live with families in Seville, Spain. The city's theatres, galleries, museums and 400-year-old university provide many opportunities for cultural activities.

**SPA 300** **12-16 hours**  
**Study in Spain**

A language study experience for students participating in Taylor University's consortium agreement with Trinity Christian College's Semester in Spain program. Course content varies according to the student's level of proficiency in Spanish.



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Applicability to a major or minor other than Spanish must be determined in advance by the department.

### **Summer Institute of Journalism**

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Student news writers and editors from Council for Christian Colleges and Universities campuses explore journalism in Washington, DC The Summer Institute of Journalism (SIJ) blends classroom experience with hands-on news gathering and news writing opportunities over an intensive four weeks from mid/late-May to mid/late-June. SIJ offers seminars with over 25 top professional journalists from media as varied as *USA Today*, CNN, *The Washington Post*, *National Geographic* and *Christianity Today*. Four hours of academic credit are granted by Taylor University.

### **Urban Semester Program**

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Through the Urban Semester Program, Upland students are able to explore urban issues in an urban setting by studying on the Fort Wayne campus. During the semester on the Fort Wayne campus, Upland students take courses and practicums that meet requirements for their major and general education. In addition, students enroll in an Orientation to the City class, which examines urban issues including the responsibilities and challenges for the Christian.

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## **Physical Education and Human Performance**

**Chair, Professor Taylor; Professor Romine; Associate Professors Fincannon, Krause, Marsee, Patterson, Winterholter; Assistant Professors Bauer, Bireline, Hayes, Stucky, Wilt; Instructor Holtmann**

The physical education and human performance department has two major purposes: (1) to prepare competent, caring, and reflective Christian leaders for world service in coaching, exercise science, health, physical education, and sport management, and (2) to help students acquire the skills and attitudes for lifetime wellness as well as wholesome and active use of their leisure time.

Baccalaureate degrees are offered in health and physical education (teacher education), sport management, and exercise science. A coaching certificate is offered through the department for students who are interested in studying sport and coaching. Candidates for the bachelor of arts degree must complete two years of a foreign language.

The three-hour PHP requirement in general education must be met by taking PHP 100 and two hours of PHP 200 in two different activities (one hour of PHP 200 credit may be met by taking PHP 300, 302, 333, or 334). Elementary education majors satisfy one hour of PHP 200 by taking PHP 250.

### **Health and Physical Education (Teacher Education)**

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Students who meet graduation requirements in the physical education teacher education program, successfully complete student teaching, and meet the Indiana qualifying scores on the required Praxis I and Praxis II tests will be eligible for

Indiana certification. The Physical Education Teacher Education program meets all of the Indiana Professional Standards Board's performance standards. Students planning to be certified in states other than Indiana have the responsibility of determining certification requirements in those states. Detailed curriculum guides are available from the education department and the physical education and human performance department.

Students completing the bachelor of science degree or bachelor of arts degree with a major in health and physical education for K-12 certification must complete 128 total hours and 53 hours in the major including PHP 111, 213, 214, 216, 218, 243, 252, 271, 272, 301, 324, 333, 335, 380, 381, 382, 392, 402, 472 and BIO 244 and 245 or 243. Students must also successfully complete 28 credits of professional education courses including EDU 150, 260, 312, 320, 410, and 431.

### **Exercise Science**

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The exercise science major is designed for the student who wants to enter the field of health, sport science, and human performance in any of the following professions (graduate school will be required for many of these professions): athletic training (our exercise science program is not an accredited athletic training program), biomechanics, strength and conditioning coaching, exercise physiology, fitness director, health director, occupational therapy, personal trainer, physical therapy, and sports medicine.

The bachelor of arts degree with a major in exercise science requires two years of a foreign language and 39 hours in the major including BIO 244, 245, PHP 111, 210, 216, 271, 272, 305, 310, 355, 381, 382, 393, 402, and 492.

The bachelor of science degree with a major in exercise science requires 53 hours in the major including BIO 244, 245, PHP 111, 210, 216, 271, 272, 305, 310, 355, 381, 382, 393 (2 hours), 402, and 492; in addition students must complete 14 hours of required electives from BIO 101, CHE 201 or 211, CHE 202 or 212, CHE 311, 312, 411, 412, MAT 140, 151, 210, PHY 203, 204, PSY 330, SOC 355. Students may choose electives that will prepare them for their profession or for graduate school.

### **Coaching Certificate**

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The department offers a 15-hour coaching certificate for students who want additional preparation for the coaching profession. The requirements for this certificate include PHP 220 (or PHP 310, 382, 402, and 472), 393 (4 hours); a minimum of four hours from PHP 251, 261, 312, 333, 361, 370 (selected topics in coaching other sports), 372; and three hours of electives from PHP 200 (1 hour from PHP 200F, 200K, 200T, 200V, 200W), 200Z, 231, 271, 272, 310, 381, 382, 402, 472 (these courses cannot count as both an elective and a substitute for PHP 220.) Application for completion of the coaching certificate should be initiated with the chair of the department.

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## Sport Management

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The department offers an integrated major in sport management with the business department. Both the bachelor of arts and the bachelor of science degrees are offered in this major. The program is designed to prepare students for management positions in sport from the youth sports to professional sports and for graduate studies. Refer to the Business Division section for the requirements for this major.

## *Physical Education Courses*

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### General Education Requirement

Three PHP courses are required to meet the general education requirement at Taylor University - PHP 100 (1 hour) and two different PHP 200 courses (1 hour each). One hour of PHP 200 credit may be met by taking an aquatics course from PHP 300, 302, 333, or 344. Elementary education majors satisfy one hour of PHP 200 by taking PHP 250. PHP 100 is a prerequisite for any course taken to satisfy the PHP 200 requirement.

### PHP 100

1 hour

#### Fitness for Life

A course on the importance of wellness, including the spiritual basis, and how individuals can achieve a state of wellness in their lives. Content includes the health-related components of physical fitness, hypokinetic diseases, nutrition, AIDS and sexuality, substance abuse, cancer, and stress management. Students are expected to engage in a program of regular physical activity during the semester, and a battery of tests is given to assess each student's level of physical fitness. This course, a requirement for all students, satisfies one of the three general education requirements in PHP.

### PHP 200

1 hour

#### General Physical Education

These courses are to encourage students to adopt an active physical lifestyle and to maintain physical fitness and wellness throughout their lives. Students learn about activities and develop skills for participation in lifetime sports. A variety of courses are offered each semester from the list below (PHP 200A-Z). Prerequisite: PHP 100.

The individualized physical education course is designed for students who fit into one of the following categories: (1) the student has a physical problem that prohibits completion of another PHP 200 course, (2) the student would like to do an activity that is not offered as an PHP 200 course, and (3) the student is near graduation and cannot schedule another PHP 200 course. Students design personal physical fitness programs that must include cardiovascular activities and then engage in those physical fitness programs throughout the semester. Pre- and post-physical fitness assessments are administered, and a cognitive assignment is required. Students must apply to and be approved by the instructor in order to register for the course. Prerequisites: PHP 100 and PHP 200 (1 credit).

The athletic participation course is designed for students who compete on an intercollegiate athletic team. **Students must select and register for this course in**



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**the term in which they are participating in the sport and must meet the prerequisite. Credit will not be given for athletic participation retroactively.** Students must apply and be approved by the registrar and the athletic director in order to register for this course. Prerequisites: PHP 100.

PHP 200A	Aerobic Conditioning
PHP 200B	Badminton
PHP 200C	Weight Control and Fitness
PHP 200D	Square Dance
PHP 200F	Softball
PHP 200G	Golf
PHP 200H	Beginning Horsemanship
PHP 200I	Individualized Physical Education
PHP 200J	Acting
PHP 200K	Basketball
PHP 200L	Bowling
PHP 200M	Challenge Course Adventures
PHP 200N	Total Fitness
PHP 200P	Personal Fitness
PHP 200Q	Outdoor Activities
PHP 200R	Racquetball
PHP 200S	Soccer
PHP 200T	Tennis
PHP 200U	Circuit Training
PHP 200V	Volleyball
PHP 200W	Weight Training
PHP 200Z	Athletic Participation
PHP 200 CC	Camping and Canoeing
PHP 200 FF	Fly Fishing
HUM 250PE	Participation in the Arts - PE

## Physical Education and Human Performance

**PHP 111** **2 hours**

# Introduction to Human Performance

This course is an introduction to the fields of health, physical education, sport, and fitness. The content includes a study of play; definitions, objectives, history, and philosophies of these fields; basic content of movement; and contemporary issues and possible careers in these fields. *Offered fall semesters.*

**PHP 210** **1 hour**

## Microcomputer Applications in Exercise Science

Students are introduced to a variety of general and specialized applications of microcomputers and related technologies available to the PHP major. Lab opportunities include the Academic Enrichment Center computer lab, Zondervan Library student computer lab, training and rehabilitation rooms, and field trips.

*Prerequisite: COS 104 or 106. Offered fall semesters of even years.*



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### **PHP 213** 2 hours

#### **Substance Abuse**

The course is designed to prepare professionals for drug education. The scope of the course is wide and includes the following basic areas: drug terminology, pharmacology, psychodynamics, legal and law enforcement perspectives, social and cultural determinants, ethical and moral alternatives, behavioral aspects, and educational strategies. A strong emphasis is placed on developing guidelines for decision making in our society. The purpose is to exchange the best amount of information on drug use, misuse, and abuse available. *Offered spring semester of even years.*

### **PHP 214** 3 hours

#### **Health and Sexuality**

This course is designed to prepare future health educators to teach the relationship between health and human sexuality. The class activities will include lectures/discussions, peer teaching, development of an abstinence-based curriculum and lectures by outside resource personnel. *Offered fall semester of even years.*

### **PHP 215** 2 hours

#### **Health and Aging**

The course is designed to examine common health-related physiological changes, current issues, and concerns as they pertain to the aging individual. *Offered spring semester of odd years.*

### **PHP 216** 3 hours

#### **Applied Nutrition**

This course is a study of basic human nutrition, fundamentals of digestion, absorption and metabolism, nutrients and their roles, ergogenic aids, eating disorders, body composition assessment, and nutrition for athletics and wellness. *Prerequisite: PHP 100 or by permission of instructor. Offered fall semester of even years.*

### **PHP 217** 3 hours

#### **Wellness Programs**

This course is a study of the philosophy, goals, objectives, organization, content, and methods of wellness programs. Characteristics of various clientele and how programs can be developed to meet their specific needs will be studied. *Prerequisite: PHP 111. Offered spring semester of odd years.*

### **PHP 218** 3 hours

#### **Individual Sports**

Students will learn the terminology, basic skills, and strategies of selected individual sports. The emphasis is on the development of basic proficiency in the skills, but appropriate teaching methods will be modeled, discussed, and may be practiced by the students in mini teaching situations. This class meets 4 hours per week to allow for adequate practice time of the skills. *Offered fall semester of odd years.*

**PHP 220 4 hours****Principles of Coaching**

This course is a study of the duties and responsibilities of coaches and the potential problems and issues that they may face. The content will include the four major areas of coaching certification programs: medical aspects, physiological aspects, psychological aspects, and organization and administration aspects. Methods and strategies of handling the responsibilities and the problems will be studied. *Offered fall semester of even years.*

**PHP 231 2 hours****Officiating of Men's and Women's Sports**

A study of the officiating skills and techniques needed for various men and women's sports. The opportunity to earn official's rating is provided. *Offered fall semester of odd years.*

**PHP 243 3 hours****Conditioning and Team Sports**

Students will learn the procedures for developing and teaching conditioning programs and the terminology, basic skills, and strategies of selected team sports. The emphasis is on the development of basic proficiency in the skills, but appropriate teaching methods will be modeled, discussed, and may be practiced by the students in mini teaching situations. This class meets 4 hours per week to allow for adequate practice time of the skills. *Offered spring semester of even years.*

**PHP 250 3 hours****Elementary School Health and Physical Education**

A course designed to equip the elementary education student with a basic understanding of teaching concepts associated with physical education activities and appropriate health and safety practices. Fundamental content of the areas of physical education, health, and safety as well as teaching methods are explored. *Prerequisite: PHP 100.*

**PHP 251 2 hours****Coaching of Volleyball**

This course provides the student with an understanding of the fundamental skills, strategies, and rules of volleyball. Also covered is philosophy of coaching, schedule making, practice planning, conditioning, statistics, care and choice of equipment, and techniques of team selection. *Offered fall semester of even years.*

**PHP 252 4 hours****Methods of Teaching Elementary Physical Education**

Students learn how to teach elementary physical education by studying and practicing various teaching methods with peers or other groups. The content of the elementary physical education curriculum, motor development, and characteristics of elementary school children are also studied. *Prerequisite: PHP 111. Offered fall semester of odd years.*

## ACADEMIC PROGRAMS

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### **PHP 261** **2 hours**

#### **Coaching of Basketball**

A study of offensive and defensive play with an emphasis on modern trends in basketball. Rules, fundamentals, schedule making, scouting, care and choice of equipment, and techniques of team selection are included. *Offered fall semester of odd years.*

### **PHP 271** **1 hour**

#### **Cardiopulmonary Resuscitation (CPR)**

Successful completion of this course will certify participants in the techniques of Basic CPR according to both the American Heart Association and American Red Cross standards. Priority registration for this course is given to physical education and exercise science majors.

### **PHP 272** **1 hour**

#### **First Aid**

Instruction and practical experience designed by the National Safety Council to educate the layperson or health care worker in the fundamental knowledge and skills of first aid for victim assessment: bleeding wounds; poisoning; burns; cold and heat emergencies; bone, joint and muscle injuries; victim transportation; and other first aid concerns. Priority registration for this course is given to physical education and exercise science majors.

### **PHP 300** **1 hour**

#### **Basic Swimming Skills**

Basic proficiency in swimming skills and water safety. Presently, this course is not taught by Taylor University, but PHP majors are allowed one hour of credit if they satisfactorily complete the basic swimming, intermediate swimming, or emergency water safety courses at another institution.

### **PHP 301** **3 hours**

#### **Methods of Teaching Secondary Health**

Students learn how to teach health in secondary schools. Appropriate methods will be studied, and students will plan units and individual lessons, teach lessons to peers or other groups, and manage the class. *Prerequisites: PHP 111, 213, 214, 216, 271, 272 or by permission of the instructor. Offered fall semester of even years.*

### **PHP 302** **1 hour**

#### **Lifeguard Training**

This course is designed to train an individual in the proper methods for rescue, water safety, first aid, CPR, and other skills necessary for lifeguarding. *Offered fall semesters.*

### **PHP 305** **4 hours**

#### **Physical Fitness Prescription and Assessment**

A study of the components of physical fitness and the techniques of prescribing exercise programs and methods of assessing the fitness levels for each component. The course consists of classroom work, practical exercises in the lab, and field trips

to fitness centers. Prescribing fitness programs and assessing fitness levels of various populations are studied. *Prerequisite: PHP 100. Offered fall semester of odd years.*

### **PHP 310** **2 hours**

#### **Care and Prevention of Athletic Injuries**

Instruction and practical lab experience dealing with the history, organizational, and administrative concerns of sports medicine; the classifications and characteristics of athletic injuries; and the physiological responses and treatment of those injuries as well as sport-specific concerns about emergency care, strength and conditioning, nutrition, and protective sports devices used by the coach and athletic trainer.

*Prerequisite: PHP 111. Offered fall semester of odd years.*

### **PHP 312** **2 hours**

#### **Coaching of Baseball and Softball**

A course aimed at providing the student with an understanding of the general fundamentals of the game and a position breakdown of the important coaching points. The strategy of complete offensive and defensive performance is covered as are problems and challenges common to the baseball and softball coach. *Offered fall semester of even years.*

### **PHP 324** **2 hours**

#### **Motor Learning**

A study of the theories and research of the processes of learning motor skills. The application of appropriate methods of teaching motor skills is studied and practiced to enable the students to understand how they can be used effectively. *Prerequisite: PHP 111 or by permission of the instructor. Prerequisite: PHP 111. Offered fall semester of odd years.*

### **PHP 333** **1 hour**

#### **Water Safety Instructor**

Instruction in the skills, terminology, and progressions of teaching swimming strokes and water safety. The course includes both knowledge of the skills and physical performance of the skills. Successful completion of the American Red Cross requirements leads to certification in Red Cross WSI. *Offered spring semesters.*

### **PHP 334** **1 hour**

#### **Lifeguard Training Instructor**

Acquisition of the skills, terminology, and progressions for teaching American Red Cross Lifeguard instructor training. The course includes both knowledge of the skills and physical performance of the skills. Successful completion of the American Red Cross requirements leads to certification as a Red Cross LGI.

*Prerequisite: PHP 302.*



## ACADEMIC PROGRAMS

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### **PHP 335                      2 hours**

#### **Methods of Teaching Secondary Physical Education**

Students learn how to teach physical education in secondary schools by teaching selected individual sports, team sports, and conditioning activities. Students plan units and individual lessons for instruction, teach lessons to peers or other groups, and manage the class. Various methods of teaching will be emphasized.

*Prerequisite: PHP 111, PHP 218, PHP 243, PHP 324, or by permission of the instructor. Offered spring semester of even years.*

### **PHP 350                      3 hours**

#### **Sport Management**

This course is a study of the roles, functions, and responsibilities of the person who manages sports programs. The emphasis is on how these functions can be successfully performed in various sports organizations. *Prerequisite: PHP 111.*

*Offered spring semester of even years.*

### **PHP 351                      3 hours**

#### **Sport Public Relations**

This course is an introduction to the responsibilities of communicating with the public in a sports organization and the techniques and strategies that can be used to effectively promote sports. Assignments provide students with practical experiences with these techniques and strategies. *Prerequisite: PHP 111. Offered fall semester of odd years.*

### **PHP 355                      2 hours**

#### **Research Methods in Exercise Science**

An exploration of the basic methods of research and data collection in exercise science. Topics include defining a research question, reviewing and critically analyzing research, research designs, data collection, and interpreting results.

*Prerequisite: PHP 111. Offered spring semester of odd years.*

### **PHP 360                      1-4 hours**

#### **Independent Study**

### **PHP 361                      2 hours**

#### **Coaching of Football**

A presentation of the different offensive and defensive theories of modern football including the strengths and weaknesses of each. Includes a brief review of fundamentals, purchase and care of equipment, practice and program organization, and problems and challenges of the overall football program. *Offered spring semester of odd years.*

### **PHP 370                      1-4 hours**

#### **Selected Topics**

**PHP 372** 2 hours

**Coaching of Track and Field**

Consideration of all track and field events with emphasis on teaching/coaching techniques for each. Includes demonstrations, form study, track and field meet management, scheduling advantages, and use and care of various equipment.

*Offered spring semester of even years.*

**PHP 380** 2 hours

**Evaluation of Physical Education**

This course is a study of the methods of constructing, selecting, and administering cognitive, motor skill, motor ability, and physical fitness tests. Measurement in the affective domain and measurement of special population students are also studied as are procedures for analyzing, converting, and evaluating students' scores for grading. *Prerequisite: PHP 111. Offered fall semester of even years.*

**PHP 381** 3 hours

**Kinesiology**

An analysis of human movement based on anatomic and mechanical principles. Emphasis is given to the application of these principles to the understanding of athletic performance. *Prerequisite: PHP 111, BIO 244. Corequisite: BIO 245. Offered spring semesters.*

**PHP 382** 3 hours

**Physiology of Exercise**

A study of the adjustment of the systems of the body to exercise. Attention is given to conditioning of athletes as well as to understanding the physiological responses to recreation exercise. *Prerequisites: PHP 111, BIO 244, 245. Offered fall semesters.*

**PHP 392** 2 hours

**Adapted Physical Education**

The course includes teaching methods of motor skill development with regard to various disabilities, a study of Public Law 94-142, and various assessment techniques. *Prerequisite: PHP 111. Offered spring semester of even years.*

**PHP 393** 1-4 hours

**Practicum**

**PHP 402** 3 hours

**Organization and Administration of Physical Education**

A study of the methods of organizing and administering physical education intramural, and athletic programs. Topics covered include philosophy, budgeting, problem solving, leadership, personnel management, facility management, liability and risk management, and other selections. *Prerequisites: PHP 111. Offered spring semesters.*

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### **PHP 472** 2 hours

#### **Psychology of Coaching**

A study of the nature of the coaching profession. The course emphasizes philosophy of sport, sports psychology, and coaching methods. *Prerequisites: PHP 111 and a psychology course. Offered spring semester of even years.*

### **PHP 480** 2 hours

#### **Seminar in Sport Management**

Students examine contemporary issues in sport. Case studies, guest speakers, field trips, readings, etc. may be used to critically assess issues in sport and to explore strategies for managing them. *Prerequisites: PHP 111, 350, and 351 or by permission of the instructor. Offered spring semester of odd years.*

### **PHP 490** 1-2 hours

#### **Honors**

### **PHP 492** 4 hours

#### **Internship**

This field experience is designed to have the students apply what they have learned in their courses and to extend that learning by working in an organization that is appropriate for their major. Students work on a regular basis at the organization under the supervision of approved staff members. Students are also under the supervision of a member of the Taylor University department of physical education and human performance. Each student must comply with the guidelines for credit hours, clock hours, and other criteria that are specific for the internship in his/her major. To register for this internship the student must submit a proposal for the internship and have it approved by the PHP department and the internship organization. *Prerequisites: All designated prerequisites for the internship in that major.*

<b><i>Athletic Training Courses</i></b>
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### **ATR 101** 1 hour

#### **Foundations of Athletic Training I**

An introduction to the field of athletic training. The content includes history, philosophy, and various career opportunities that are available in the field. The major emphasis is on the development of taping skills, exposure control policies and practice and the prevention of athletic injuries. Clinical experience (50 hours minimum) includes observation in the training room and field settings.

### **ATR 102** 1 hour

#### **Foundations of Athletic Training II**

A continuation of ATR 101. Course deals with a further development of basic skills, injury prevention techniques and a clinical observation in field settings (50 clinical hours). Students explore the role of the sports medicine team members and visit these individuals in their work settings. *Prerequisite: ATR 101 and permission of program director.*

### **ATR 201** **1 hour**

#### **Clinical Experiences in Athletic Training I**

This sophomore-level experience allows students to gain advanced skills in treatment and disposition of athletic injuries. First Aid and CPR instruction and certification are given. The student is responsible for presenting and attending case studies. Students within the ATR major assist the ATCs with game and practice coverage as assigned. Clinical experience (150 hours minimum) is obtained on campus and affiliation sites. *Prerequisites: ATR 102 and permission of program director*

### **ATR 202** **1 hour**

#### **Clinical Experiences in Athletic Training II**

A continuation of ATR 201. Course addresses advanced emergency medical practices in athletic training, management and disposition of athletic injuries and presenting and attending case studies. Clinical experience (150 hours minimum) is obtained on campus and affiliation sites. *Prerequisites: ATR 201 and permission of program director.*

### **ATR 301** **1 hour**

#### **Clinical Experiences in Athletic Training III**

This junior-level experience allows students to gain advanced skills in the assessment of athletic injuries. The student is responsible for presenting and attending case studies, rotating through various clinical settings, and observing surgery. Students within the ATR program assist the ATCs with game and practice coverage as assigned. Clinical experience (225 hours) is obtained on campus and affiliation sites. *Prerequisites: ATR 202 and permission of program director.*

### **ATR 302** **1 hour**

#### **Clinical Experiences in Athletic Training IV**

A continuation of ATR 301. Students meet weekly to present and attend case studies and discuss their clinical experiences. Further topics of injury assessment, treatment and rehabilitation are addressed. Clinical experience (225 hours) is obtained on campus and affiliation sites. *Prerequisite: ATR 301 and permission of program director.*

### **ATR 310** **2 hours**

#### **Therapeutic Exercise and Rehabilitation**

A detailed study in the exercise and rehabilitation approaches used in preventing and treating athletic injuries. Case studies and a review of rehabilitation protocols will occur. Lab experiences allow students to apply these techniques. Course is team taught with a physical therapist. *Prerequisite: BIO 245 and permission of program director.*

### **ATR 315** **3 hours**

#### **Methods of Rehabilitation**

A study of the exercise and rehabilitation approaches used in preventing and treating athletic injuries. The course also covers therapeutic modalities (electricity,



## ACADEMIC PROGRAMS

sound, heat, cold etc.) that are used in the rehabilitation process. *Prerequisite: PHP 111 or by permission of the instructor. Offered spring semester of odd years.*

**ATR 330** **3 hours**

## Physical Assessment I – Medicine

Instruction and practice of assessment techniques for sports injuries and illnesses in the following areas: environmental stress, emergency medicine, pediatrics, dermatology, podiatry, ophthalmology, oral/dental, otorhinolaryngology, medicine and athletes with special needs. Recognition of clinical signs and symptoms, and protocols are discussed. Special attention is given to pharmacological agents, performance enhancers and medicinals used in the athletics. Guest speakers from these medical specialties and allied health fields will present. *Prerequisites: ATR 101/102, BIO 244.*

**ATR 331** **3 hours**

## Physical Assessment II – Orthopedics

This course covers the evaluation of orthopedic conditions and injuries that occur in sports and with the physically active. Skill development is incorporated with the use of special evaluation techniques used by the athletic trainer and diagnostic procedures used by the physician. Local orthopedic surgeons will be utilized as guest speakers. *Prerequisite: BIO 244 and permission of the program director.*

**ATR 335** **3 hours**

## Physical Assessment

This course covers the evaluation of orthopedic injuries and medical conditions that occur in sports and to the physically active. Instruction and practice of assessment techniques will be done in the following areas: emergency medicine, pediatrics, dermatology, orthopedics, podiatry, sports medicine, and for athletes with special needs. Guest speakers from various medical specialties will present. *Prerequisite: PHP 111 or by permission of the instructor. Offered spring semester of even years.*

**ATR 401** **1 hour**

## Clinical Experiences in Athletic Training V

This senior-level experience allows students to gain advanced skills in management of athletic injuries and athletic training programs. Additional emphasis is placed on health education and counseling skills. The student is responsible for presenting and attending case studies, clerking with physicians, observing surgeries, and conducting research. Students within the ATR major assist the ATCs with game and practice coverage. Clinical experience (225 hours minimum) is obtained on campus and affiliation sites. *Prerequisites: ATR 302 and permission of program director.*

**ATR 402** **1 hour**

## Clinical Experiences in Athletic Training VI

A continuation of ATR 401. Student develops advanced skills and completes all remaining competencies including recertifying in First Aid and CPR. Clinical experience (225 hours minimum) is obtained on campus and affiliation sites.  
*Prerequisites: ATR 401 and permission of program director.*

### **ATR 410**

**3 hours**

#### **Therapeutic Modalities in Athletic Training**

This course addresses pathophysiology of the various body systems. Special emphasis is placed on the prevention, etiology, diagnosis, treatment and tissue responses to injury. The course also covers electrophysiology, principles of electric and mechanical modalities, administrative considerations, and case studies. Electromagnetic radiation, electrical stimulation, infrared, ultrasound, diathermy, ultraviolet, lasers, traction, compression, and massage are all therapeutic techniques used in the treatment and rehabilitation of sports-related injuries. *Prerequisite: PHP 100.*

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### **Physics**

**Chair, Associate Professor Davis; Professor Voss; Associate Professor Kiers; Assistant Professors Holmes, D. Smith**

The purpose of the physics department is to provide an educational experience within a Christian context that equips students with the ability to obtain knowledge and understanding about the physical world for use in research, graduate studies, and careers and to positively impact society. The physics department offers instruction in physics, engineering, astronomy, and physical science. Space physics, theoretical high-energy physics, acoustics, advanced engineering instrumentation, materials, and microelectronics provide the major research interests in the department.

The department offers majors in physics, physics/systems, physics science education, engineering physics, and environmental engineering. Computer engineering is an interdisciplinary major offered jointly by the physics and computer science departments. The bachelor of arts degree is available in physics and requires the completion of two years of one foreign language. The bachelor of science degree is available in engineering physics, environmental engineering, computer engineering, and physics/systems.

### **Physics**

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The bachelor of arts degree with a major in physics requires two years of one foreign language and 76-78 hours in the major including PHY 211, 212, 311, 321, 322, 330 (2 hours), 341, 342, 412, 493, ENP 351; 10 hours of physics and engineering elective courses from PHY 201, 301, 313, 331, 370, 413, 450, ENP 252, 321, 330, 332, 352, 355, 370, 431. Also required, but not counted in the major GPA, are 29-31 hours including CHE 201 and 202 or 211 and 212, COS 120, MAT 151, 230, 240, 431, NAS 480 or IAS 230. Additional courses in computer science, systems, engineering, and mathematics are strongly recommended.

A minor in physics consists of 20 hours including PHY 211, 212; and at least 10 elective hours of upper-level physics and/or engineering courses. ENP 252 may also meet elective hours.

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### Physics/Systems

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This integrated major provides a strong background in physics, systems, management, mathematics, and problem solving. The bachelor of science degree with a major in physics/systems requires 57-60 hours in the major including PHY 211, 212, 311, 321, 330 (2 hours), 341, 342, 393 (3 hours), 412, 493, ENP 332, 351; four hours of electives from PHY 301, 313, 322, 331, 370, 413, ENP 252, 321, 330, 352, 355, 370, 431. Also required, but not counted in the major GPA, are 13-16 hours including CHE 201 and 202 or 211 and 212, MAT 431, NAS 480 or IAS 230. Curriculum requirements in systems analysis include COS 120, 240 or 250, IAS 330, MAT 151, 382, MAT 210 or 352, SYS 200, 390, 392, 401 or 402, eight hours of systems electives including MAT 230 and 240; and a three-hour practicum (listed with the major requirements).

### Engineering Physics

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The engineering physics major provides a strong background in physics for students who plan to enter engineering-related jobs or attend graduate school. The bachelor of science degree with a major in engineering physics requires 93-96 hours including PHY 211, 212, 301, 311, 321, 330 (2 hours), 331, 341, ENP 252, 332, 351, 352, 493; two hours of PHY 393 or 450; seven hours of technical electives from PHY 313, 322, 342, 370, 412, 413, ENP 321, 330, 355, 370, 431, and IAS 330; 10 approved hours of additional technical electives (not used elsewhere in the major or general education) from business, biology, chemistry, computer science, environmental science, mathematics, physics, and/or systems. Also required, but not counted in the major GPA, are 29-32 hours including CHE 201 and 202 or 211 and 212, COS 120, MAT 151, 230, 240, 431, NAS 480 or IAS 230.

### Environmental Engineering

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The environmental engineering major provides a strong background in engineering and environmental science for students who plan to enter environmental-related jobs or attend graduate school. The bachelor of science degree with a major in environmental engineering requires 90 hours including:

Physics (44 hours): PHY 211, 212, 313, 330 (2 hours), 331, ENP 252, 351, 352, 355, CHE 201, 202; three hours of electives from ENP 321, 330, 332, 431, PHY 321, 341, 493, COS 120, CHE 311.

Environmental Science (26 hours): ENS 231, 241, 351, 402, ENS/PHY 393 (2 hours), CHE 320, 320L; four hours of electives from ENS 341, 361, 362, 363.

Mathematics (20 hours): MAT 151, 230, 240, 352, 431.

### Physics Education

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The bachelor of science degree with a major in physics requires 77 hours of professional education courses and major courses. Students who desire licensure in physics must complete the following requirements: (Detailed curriculum guides are available from the education and physics departments.)

Professional Education (28 hours): EDU 150, 260, 312, 320, 410, and 431. EDU 410 and 431 must be taken concurrently.



## ACADEMIC PROGRAMS

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Major Courses (49 hours): CHE 201, COS 120, MAT 230, 240, PHY 212, 311, 330, 331, IAS 230, ENP 252, PHY 493, and electives to total 49 hours.

### **Physical Science Education/Physics Concentration**

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The bachelor of science degree with a major in physical science and an emphasis physics requires 72-77 hours of professional education courses, a physical science core, and physics/ mathematic courses. Students who desire licensure in physical science with an emphasis in physics must complete the following requirements: (Detailed curriculum guides are available from the education department.)

Professional Education (28-31 hours): EDU 150, 260, 312, 322, 332, 410, and 431. EDU 410 and 431 must be taken concurrently. EDU 332 is only required for those seeking licensure in junior high/ middle school.

Physical Science Core (26-28 hours): MAT 151, 230, CHE 211, 212, PHY 211, 212.

Physics Emphasis (18 hours): MAT 240, ENP 252, PHY 311, 331, and IAS 230.

### **Computer Engineering**

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Computer engineering is an interdisciplinary major offered jointly by the physics and computer science departments. See computing and system sciences for program details.

### **Pre-Engineering (3-2-1 Program)**

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Pre-engineering is a preprofessional concentration in the natural science major and typically requires three years at Taylor University and two years at an accredited engineering school. See natural science for program details.

### **Physics Courses**

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#### **PHY 120                                      4 hours**

##### **Experiences in Physical Science**

Intended for nonscience majors. Selected topics from physical science are studied to afford insight into man's current understanding of natural phenomena, the models used to represent nature, and methods used in the quest to fathom the physical universe. Three hours of lecture and two hours of lab each week. *Meets general education physical science requirement. Offered spring semester of odd years.*

#### **PHY 121                                      4 hours**

##### **Survey of Physical Science for Elementary Teachers**

Intended for elementary education majors as a content course, not a methods course. Selected topics from astronomy, physics, and chemistry are studied with special emphasis on their application in the elementary classroom. Student projects provide experiences working with elementary school children. Three hours of lecture and two hours of lab each week. *Meets general education physical science requirement. Offered fall semesters.*



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### **PHY 201** 3 or 4 hours

#### **Introductory Astronomy**

A descriptive course about the solar system, stars and stellar evolution, and galaxies and the universe. Recent findings of space exploration and radio astronomy are included. Telescopes are provided for viewing sessions. Two or three hours of lecture and two hours of lab. *Meets general education earth science requirements. Offered January interterm for three hours and spring semester of even years for four hours.*

### **PHY 203, 204** 4 hours each

#### **General Physics I, II**

A study of mechanics, thermodynamics, waves and sound, electricity, magnetism, and optics. Assumes mathematics at the algebra-trigonometry level. For majors that do not require a calculus-based treatment of physics. *PHY 203 meets general education physical science requirement. Three hours of lecture and two hours of lab. Offered annually.*

### **PHY 211, 212** 5 hours each

#### **University Physics I, II**

A calculus-based study of mechanics, thermodynamics, waves and sound, electricity and magnetism, optics, fluids, and the structure of matter. *PHY 211 meets general education physical science requirement. Four hours of lecture and two hours of lab. Corequisite: MAT 151. Offered annually.*

### **PHY 301** 3 hours

#### **Intermediate Mechanics**

Statics and dynamics of particles and rigid bodies including the method of virtual work, central force motion, and the effects of impulsive forces and torques. Applications to engineering and space physics. *Prerequisite: PHY 212. Offered fall semester of even years.*

### **PHY 311** 4 hours

#### **Modern Physics**

An introduction to modern physics including special relativity, quantum effects of radiation and particles, atomic structure, and elementary particles. Three hours of lecture and two hours of lab per week. *Prerequisites: PHY 211, 212. Offered fall semesters.*

### **PHY 313** 2 hours

#### **Nuclear Radiation Experimental Methods**

A study of nuclear radiation, nuclear radiation detection and experimental methods of measuring nuclear radiation. One hour of lecture and two hours of lab per week. *Prerequisites: PHY 211, 212. Offered spring semester of odd years.*

### **PHY 321** 3 hours

#### **Electricity and Magnetism**

The vector field approach to electromagnetic theory. Includes electrostatics, magnetostatics, induction, dielectric and magnetic materials, and Maxwell's

equations. *Corequisites: MAT 431 and PHY 341. Prerequisites: PHY 211, 212. Offered fall semester of odd years.*

**PHY 322** **3 hours**

**Waves and Physical Optics**

Applications of Maxwell's equations including electromagnetic waves, wave guides, diffraction, and Fourier optics. *Prerequisites: PHY 211, 212, and 321. Offered spring semester of even years.*

**PHY 330** **1-2 hours**

**Advanced Lab**

Physics and engineering physics majors must have two credit hours of PHY 330 to graduate. The actual experiments to be performed are selected from physics and/or engineering in consultation between the student and instructor. *Prerequisites: ENP 252 or PHY 301 or PHY 311 and junior classification. Offered as needed for physics majors.*

**PHY 331** **4 hours**

**Introduction to Electronics**

Introductory concepts and experiments designed to acquaint students with the operation and application of modern electronic devices and components. Experiments dealing with elementary concepts of electricity, electrical measurements, diodes, transistors, integrated circuits, and a variety of solid state devices as well as digital electronics are provided. Three hours of lecture and one three-hour lab each week. *Prerequisites: PHY 211, 212. Offered fall semesters.*

**PHY 341** **3 hours**

**Math Methods in Physics and Engineering**

An application of analytical and computational methods to various mathematical topics including linear algebra, matrices, eigenequations, vector field theory, partial differential equations, Fourier series and transforms, orthogonal functions, and complex analysis. Use of a computer application such as Matlab is required. *Prerequisite: PHY 212. Corequisite: MAT 431. Offered spring semesters.*

**PHY 342** **3 hours**

**Analytical Mechanics**

A formal treatment of mechanics covering harmonic motion, the translation and rotation of rigid bodies, noninertial reference frames, and gravitation. The course concludes with the Hamiltonian and Lagrangian formulations of mechanics. *Prerequisites: PHY 211, 212, 341. Offered spring semester of even years.*

**PHY 360** **1-4 hours**

**Independent Study**

**PHY 370** **1-4 hours**

**Selected Topics**

Current topics include: Astrophysics, Space Science, and Preparation for the Professional EIT Exam.

## ACADEMIC PROGRAMS

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**PHY 393** 1-4 hours  
**Practicum**

**PHY 412** 3 hours  
**Quantum Mechanics**

A quantum mechanical treatment of the free particle, the harmonic oscillator, and the hydrogen atom. Includes creation and annihilation operators and an introduction to angular momentum. *Prerequisites: PHY 211, 212, 311, and 341. Offered spring semester of odd years.*

**PHY 413** 2 hours  
**Quantum Mechanics II**

An in-depth treatment of several advanced topics in quantum mechanics. Topics covered include spin, angular momentum, three-dimensional problems, matrix mechanics, the density matrix, and perturbation theory. *Prerequisite: PHY 412. Offered fall semesters of odd years.*

**PHY 450** 1-4 hours  
**Directed Research**

**PHY 493** 3 hours  
**Physics Senior Capstone**

A capstone course in which each senior's technical, analytical, and laboratory skills, along with coursework knowledge, are applied to an intensive physics or engineering project. Three weeks are devoted to the completion of the project, and the remainder of the term is spent off-campus, strengthening interpersonal relationships, integrating faith and learning, and examining topics critical to post-baccalaureate life. *Senior status.*

### ***Engineering Physics Courses***

**ENP 252** 4 hours  
**Principles of Engineering**

A course designed to introduce students to the requirements for general engineering using the EIT reference manual for professional engineers. Topics include introduction to engineering, graphics with CAD, engineering economics, solids, fluids, gases, thermodynamics, heat transfer, statics, dynamics, materials, electrical systems, and electronics. The lab is designed to introduce engineering software and hardware tools with some creative design projects. Three hours of lecture and one three-hour lab each week. *Prerequisites: MAT 230, PHY 211 or permission of instructor. Offered spring semesters.*

**ENP 321** 2 hours  
**Applied Electromagnetics**

The course considers the application and technology of electromagnetic field theory to computing and communications systems. Topics may include wave propagation, transmission lines, fiber optics, high frequency communication networks, antennas,

and satellite communications. *Prerequisites: ENP 252, MAT 431, PHY 331. Offered fall semesters of even years.*

### **ENP 330** **4 hours**

#### **Microcomputer Interfacing**

Software and hardware considerations involved in interfacing and using computers for on-line applications and as a part of larger systems are studied. Computer architecture and hardware operation are an integral part of the course. *Prerequisite: PHY 331 or permission of instructor. Offered spring semester of odd years.*

### **ENP 332** **3 hours**

#### **Engineering Systems**

Linear and nonlinear systems with analytical methods, modeling, forcing functions, response analysis, feedback, stability, control systems, mechanical and fluid systems, electrical systems, three phase circuits and machines, transmission lines, and communications. MATLAB and Interactive Physics software tools are used. *Prerequisites: ENP 252, MAT 431 or permission of instructor. Offered fall semester of even years.*

### **ENP 351** **3 hours**

#### **Thermodynamics**

Course develops statistical mechanics and engineering thermodynamics. In the statistical portion, the microcanonical and canonical formalisms are developed as well as the three laws of thermodynamics. Covered in the engineering thermodynamics portion are: phase diagrams, properties, second law consequences and power, heat pump and refrigeration cycles. Some attention is given to heat transfer and fluid dynamics. The course contains a significant design project. *Prerequisites: MAT 431, PHY 212. Offered fall semester of odd years.*

### **ENP 352** **3 hours**

#### **Materials Science and Solid State Physics**

The structure, processing, and properties of engineering materials are studied with an emphasis on metallic systems. This includes: crystal structure, defects, diffusion, phase transformations, deformation mechanisms, strength and fracture toughness. Also covered are material selection, linear elastic fracture mechanics and dislocation theory. Course contains a significant research component. *Prerequisite: ENP 252. Offered spring semester of even years.*

### **ENP 355** **3 hours**

#### **Fluid Mechanics and Water Flow**

An introduction to the basic properties of fluids in motion. Topics include: Differential fluid equations, streamlines, continuity, energy and linear angular momentum, incompressible viscous flow, potential flow, Navier-Stokes equations, open channel flow, pipe flow, laminar and turbulent boundary layers. *Prerequisite: ENP 252. Corequisite: MAT 431. Offered fall semester of odd years.*

### **ENP 360** **1-4 hours**

#### **Independent Study**



## ACADEMIC PROGRAMS

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**ENP 393**                      **1-4 hours**  
**Practicum**

**ENP 431**                      **4 hours**  
**Advanced Electronics and Microcircuits**

Theoretical analog and digital VLSI microcircuit design principles are studied. Implementation and advanced design of digital programmable logic arrays and layout of analog microchips is performed in the lab portion of this course. Electronics topics also include Karnaugh maps and minimization, sequential logic and state machines, device modeling with computer-aided design, controllers, computer hardware, architecture, memories, and interrupt systems. *Prerequisites: ENP 252, PHY 331. Offered spring semester of even years.*

**ENP 493**                      **3 hours**  
**Engineering Physics Senior Capstone**

A capstone course in which each senior's technical, analytical, and laboratory skills, along with coursework knowledge, are applied to an intensive physics or engineering project. Three weeks are devoted to the completion of the project, and the remainder of the term is spent off-campus, strengthening interpersonal relationships, integrating faith and learning, and examining topics critical to post-baccalaureate life. *Senior status.*

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### **Political Science**

**Chair, Professor Hoffmann; Professor P. Loy**

Political science examines the structure and the processes of government, contrasting philosophies about how government should be ordered as well as various opinions about what policies government should pursue and by what means.

Politics is present in all organizations. Public policy affects most areas of life, and knowledge of how the political process actually works is crucial for anyone who seeks to influence public life as leader or ordinary citizen. Political science majors often combine political science with another major or minor. Political science is an excellent preparation not only for law school, but for other professional schools including seminary.

### **Political Science**

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The bachelor of arts degree with a major in political science requires two years of one foreign language and a minimum of 32 hours including POS 100, 211, 222 or 321, 232, 361, 450, 451, 312 or 331 or 345. Select 12 hours of political science electives or American Studies Program (see Off-Campus/International Studies Programs) courses.

A minor in political science consists of 18 hours of POS electives including POS 361.

Students planning to do graduate work in political science should take SOC 355 as well as POS 450 to deepen their knowledge of the scholarly literature in their fields of interest.

The bachelor of science degree with a major in political science/systems consists of the 32 hour major and curriculum requirements in systems analysis including COS 120, 240 or 250, IAS 330, MAT 151, 382, MAT 210 or 352, SYS 200, 390, 392, 394, 401 or 402, POS 393 (3-4 hours); three additional systems elective hours from COS 310, 320, 382, MAT 230, 240, 372, 392, 412, 431, SYS 310, 401, 402. Courses selected for the three additional hours must be in addition to those required elsewhere in the major or systems. All systems curriculum courses must be completed with a C- or better.

**POS 100** **3 hours**

Primary emphasis is given to the relationship between the theories and ideals of democracy and the actual practice of making and implementing policy. The course considers the constitutional system as well as the institutions of American government. *Meets general education civic engagement or general social science requirements.*

**POS 211** **3 hours**

Surveys the development of the international political system and the relations among nation-states, international organizations and other entities. Gives special attention to war, conflict resolution and international law. *Meets general education civic engagement or general social science requirements. Offered fall semester.*

**POS 213** **3 hours**

Examines trade, development and environmental protection as issues involving both states and nonstate actors in world politics. Uses case studies to consider the relationship between Christian ethics and the wealth and poverty of nations. *Meets general education civic engagement or general social science requirements. Offered spring semester.*

**POS 222** **3 hours**

Studies political institutions and processes in selected countries. Focuses on political culture, democracy and factors affecting how well governments function. *Meets general social science requirement. Offered fall semester of even years.*

## ACADEMIC PROGRAMS

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**POS 232** **3 hours**

**Methods of Political Analysis**

Introduces theories of politics and engages students in critical analysis of these theories. Special consideration is given to the integration of Christian principles into public policy decision-making. *Offered spring semester.*

**POS 312** **3 hours**

**Political Behavior**

A description and examination of the voting behavior of the American people and opinions about candidates, political parties and public policy. Some attention is also given to the formation of public opinion in a democratic polity. *Meets general social science requirement. Offered spring semester of odd years.*

**POS 321** **3 hours**

**Modern Middle East**

A political history of Southwest Asia and North Africa in the 20th century. Special attention is given to the variety of governments in the region, Islam and politics, and domestic and international conflict. *Offered spring semester.*

**POS 325** **3 hours**

**American Foreign Policy**

Uses case studies of major events in U.S. foreign relations since World War II to consider the relationship between morality and politics. Includes an overview of the process of making and implementing foreign policy within the U.S. government. *Offered fall semester of odd years.*

**POS 331** **3 hours**

**Public Policy**

An extensive examination of the interaction between Congress and the Presidency in making public policy. The course focuses on major theories of public policy and examines governmental policy making from these perspectives. *Meets civic engagement or general social science requirement. Offered fall semesters.*

**POS 342** **4 hours**

**Public Administration**

An examination of the structure, function, organization and personnel of public administration. Emphasis is on American bureaucracy and the problems of public control and bureaucratic responsibility. *Offered spring semester of even years. Course will no longer be offered effective spring 2004.*

**POS 345** **3 hours**

**Congress and the Presidency**

Studies congressional processes such as leadership, committees and rules and the role of the president in American politics. Special emphasis is given to the interaction between Congress and the President in formulating public policy. *Offered spring semester of even years.*

**POS 360** 1-4 hours  
**Independent Study**

**POS 361** 3 hours  
**Political Philosophy**

A survey of major thinkers from Plato to the present through discussion of perennial issues such as individualism and community, liberty and equality and governmental power. *Offered fall semester.*

**POS 362** 3 hours  
**Classical and Christian Political Thought**

Examines varieties of liberalism, conservatism, and political thought through focusing on major philosophers and movements from Hobbes to post-modernism. *Offered spring semester.*

**POS 365** 3 hours  
**Modern Russia**

A survey of Russia under Communism and after. Gives particular attention to the relationship between Russian culture and democracy. Explores Communism, Christianity and nationalism as alternative sources of political belief and behavior.

**POS 385** 3 hours  
**American Constitutional Development: Institutional Powers**

Considers the development of judicial review in relation to the powers of the President and Congress. Focuses on judicial interpretations of the commerce and taxing clauses as well as state powers under the due process clause of the 14<sup>th</sup> Amendment. *Offered fall semester.*

**POS 386** 3 hours  
**American Constitutional Development: Civil Rights Liberties**

Focus is on the Bill of Rights and the equal protection clause of the 14<sup>th</sup> Amendment. Considers such topics as freedoms of speech, press and religion, the civil rights movement and the controversy over privacy rights. *Offered spring semester.*

**POS 393** 1-4 hours  
**Practicum**

**POS 450** 1-4 hours  
**Directed Research**

Advanced work designed to enhance preparation for graduate school or to produce an academic paper.

**POS 451** 1 hour  
**Senior Paper**

A journal-length analytical research paper based on scholarship in the field that is related to the student's chosen topic. Fulfills the senior comprehensive requirement. *Prerequisite: One hour of POS 450.*



## ACADEMIC PROGRAMS

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### **POS 460**

**1 hour**

#### **Political Science Seminar**

A program of readings and student discussions designed to acquaint students with significant scholarly writings in a particular field of political science. Offered in four sections: American Politics, Comparative Politics, International Politics and Political Philosophy. *Prerequisites: POS 100, 211, 222 or 361. Course will no longer be offered effective fall 2004.*

### **Prelaw Program**

**Professor P. Loy, advisor**

The best preparation for graduate training in the field of law is a regular four-year college course leading to the bachelor of arts degree. The major, chosen in consultation with the prelaw advisor, should be one that enhances reading, writing, and analytical skills.

As a supplement to the major, students may opt for a prelaw minor. The prelaw minor consists of 18 hours including MGT 311, CAS 331, POS 385, 386, PRL 441 and 442. Normally, the courses are taken during the junior or senior years. If, however, the student plans to participate in an off-campus program, such as the American Studies Program, it may be necessary to take one or two of the courses during the sophomore year. Students should consult with their academic advisor or the prelaw advisor about the best time to take the prelaw courses.

### ***Prelaw Courses***

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#### **PRL 441**

**3 hours**

##### **Legal Studies**

Designed for those who expect to attend law school. Students gain experience with the writing, reading, and critical thought levels expected of all law students. The course is taught by an attorney.

#### **PRL 442**

**3 hours**

##### **Legal Thought**

An overview of ancient, modern, and contemporary theories of the law. The course explores the nature of law and its relationship to politics, morality, and ethics. (Consent of instructor is required of all students who have not taken MGT 311.)

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### **Premedical Technology**

See Natural Science.

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### **Premedicine**

See Biology, Chemistry.

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### **Psychology**

**Chair, Professor Cosgrove; Professors Lund; Maloney, Snyder; Assistant Professors Dungan, Herrmann**

Psychology involves the study of human and animal behavior. Each course seeks to integrate psychological data with major biblical beliefs. The aim of the department is to train Christian psychology students who upon graduation are prepared for further academic studies and/or professional responsibilities.

The bachelor of arts degree requires completion of two years of one foreign language. The bachelor of science degree must be combined with curriculum requirements in systems analysis. Psychology may also be selected as a primary or support area in the social studies education major (detailed curriculum guides are available from the education department).

### **Psychology**

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The bachelor of arts degree with a major in psychology requires 38 hours including PSY 110, 125, 210, 250, 272, 310, 321, 393 or 450 (3 hours), 480; and 12 elective hours (comprised of at least 4 courses) from PSY 140, 220, 300, 330, 331, 340, 360, 370, 390, 400, 410, 411, 420, 422, 441, 461, 490 to reach a total of at least 38 hours. PSY 200 and 240 may not count in the elective hours in the major. If PSY 393 has been taken to meet the core requirement, then it cannot be taken again for elective hours in psychology. If PSY 450 has been taken to meet the core requirement, then it cannot be taken again for elective hours in psychology.

Students who are anticipating attending graduate school are encouraged to take PSY 330, 422, 441, plus six more hours of courses that focus on their graduate interests as determined in consultation with a faculty advisor in addition to the core courses. Students who do not anticipate graduate school in their future are encouraged to take PSY 300, 370, 400, 411, and 461 in addition to the core courses.

A minor in psychology requires 18 hours including PSY 110 or 200 and 15 additional hours in psychology. PSY 110 or 200 may not count in the elective hours for the minor.

### **Psychology/Systems**

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The bachelor of science degree with a major in psychology/systems consists of the 38-hour major and curriculum requirements in systems analysis including COS 120, 240 or 250; IAS 330; MAT 151, 382; MAT 210 or 352 or PSY 330; SYS 200, 390, 392, 394, 401 or 402; PSY 393 (3 hours); three additional systems elective hours from COS 310, 320, 382, MAT 230, 240, 372, 392, 412, 431, SYS 310, 401, 402. Courses selected for the three additional hours must be in addition to those required elsewhere in the major or systems. All systems curriculum courses must be completed with a C- or better.

## Psychology Courses

**PSY 240** 3 hours

**Child Psychology**

This course deals not only with the subject matter of developmental psychology (such as cognitive development, physical development and socio-emotional development) but also attempts to apply the subject matter to those actively working with children such as parents, teachers, coaches, etc. *Meets general education general social science requirement.*

**PSY 250** 4 hours

**Life Span Development**

This course is designed to provide a general overview of the developmental process in humans from conception through death and dying. Included is attention to the physical, emotional, cognitive and social developments. *Meets general education general social science requirement.*

**PSY 272** 3 hours

**Research in Psychology**

Research methods in psychology are studied and critiqued. Students are involved in practical research and writing assignments. *Prerequisite: PSY 110 or 200. Offered fall semesters.*

**PSY 300** 4 hours

**Abnormal Psychology**

A study of the nature, causes, and treatment of maladaptive behavior with special consideration given to the symptoms and dynamics of psychological disorders. *Prerequisite: PSY 110 or 200.*

**PSY 310** 3 hours

**Integration of Psychology and Christianity**

An examination of the relationship between psychology and Christian beliefs about human nature. Topics involve the presuppositions of modern psychology, the Christian view of man, and tension areas between psychology and theology. *Prerequisite: PSY 110 or 200. Offered spring semesters.*

**PSY 321** 3 hours

**Social Psychology**

A study of how the thought, feeling, or behavior of individuals is influenced by the actual, imagined, or implied presence of others. Topics include cooperation and competition, aggression, attitudes and their change, affiliation, and conformity. *Prerequisite: PSY 110 or 200 and 6 more hours in psychology. Offered spring semesters.*

**PSY 330** 4 hours

**Statistics and Design in Psychological Research**

An introductory course that surveys common statistical concepts in psychological research. It also examines and critiques the major research designs used in psychology today. *Prerequisite: PSY 110 or 200.*



## ACADEMIC PROGRAMS

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### **PSY 331** 3 hours

#### **Biblical Psychology**

A survey of biblical teaching on the nature of man, its relationship to emotional problems, and solutions to those emotional problems. *Offered spring semesters.*

### **PSY 340** 3 hours

#### **Adolescent Psychology**

This course deals with the problems of adolescent development and resulting issues including peer pressure and conformity, adult-adolescent conflicts, cognitive changes, adjustments to physical changes, struggles with identity, etc. Contemporary issues including drug and alcohol use, eating disorders, and teen sexuality are also discussed. The focus is on a practical application of research literature with an integration of biblical principles. *Meets general education general social science requirement. Offered spring semesters.*

### **PSY 350** 3 hours

#### **Child and Adolescent Psychology**

This course surveys the characteristics of growth and development of children through adolescence including physical, psychological, social, cognitive, and emotional aspects. School related contemporary issues such as child abuse, drug and alcohol use, peer pressure, and teen age sexuality are discussed. *Meets general education general social science requirement. Offered spring semesters.*

### **PSY 360** 1-4 hours

#### **Independent Study**

### **PSY 390** 3 hours

#### **Christian Marriage**

A practical and applied course that integrates psychological literature and biblical teaching in the subject areas of the marriage relationship. These areas include marriage foundations, dating and engagement, premarital sexual behavior, singleness, mate selection, marriage success and satisfaction, love and infatuation, marriage roles, communication and conflict, and divorce.

### **PSY 393** 1-4 hours

#### **Practicum**

### **PSY 400** 3 hours

#### **Theories of Personality**

A study of the major current systematic psychological theories of personality. Consideration is given to their underlying assumptions and usefulness for research and therapeutic practice. *Prerequisite: PSY 110 or 200 and three more hours in psychology or social work. Offered fall semesters.*

### **PSY 410** 3 hours

#### **Motivation**

This course is designed to provide the basic theoretical models of motivation (biological, drive, need, social, etc.), as well as to examine some current

applications. Areas examined may include business, athletics, academics, and religion. Ethical concerns are included. *Prerequisite: PSY 110 or 200. Offered spring semesters.*

The study of major learning theories and their application to advertising, education, counseling, and daily problems of life. *Prerequisite: PSY 110 or 200.*

The scientific study of the cognitive functions of memory, attention, perception, learning styles, imagery, decision making, problem solving, and metacognition with application for implementing this information. Prerequisite: *Prerequisite: PSY 110 or 200. Offered spring semesters.*

A study of the principles of psychological testing, considering both the theoretical and practical foundations underlying the construction, use, and interpretation of various psychometric instruments. The student is given opportunity to administer, score, and interpret selected instruments. *Prerequisite: PSY 110 or 200, and 330. Offered spring semesters.*

A study of the neurophysiology underlying human behavior. Emphasis is given to central nervous system mechanisms that mediate sensation, consciousness, learning, motivation, and emotional behavior. *Offered spring semesters.*

An analysis of the major theories and approaches to counseling, correlating them with counterpart theories of personality and learning. Each major theory is dealt with in the light of biblical revelation. As a result, the student is encouraged to formulate a tentative theory of counseling consistent with biblical truth.  
*Prerequisite: PSY 110 or 200. Offered fall semesters.*

A limited enrollment course is required for senior psychology majors with an emphasis on directed readings and discussion. The content of the readings and discussions will focus on integrative material in the discipline as well as contemporary issues confronting not only professional psychologists but lay persons as well, e.g., suffering, pain, etc. *Offered January interterm.*

## ACADEMIC PROGRAMS

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**PSY 490**

**1-2 hours**

**Honors**

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### **Social Work**

**Chair, Associate Professor Lee, Professor Harner; Assistant Professor Susan; Instructor Mallett**

Social work is one of the major human service professions focused on enhancing the social functioning of individuals, families, groups, organizations and communities. Services are provided to all people with particular emphasis on disadvantaged populations. A variety of practice settings, including hospitals, family and children's service agencies, schools, residential facilities, health care facilities, home-based services, business and industry, mental health agencies, and developmental disabilities agencies, are used as service learning experiences.

The goals of the social work program at Taylor are (1) to prepare baccalaureate level social workers for beginning-level generalist practice, (2) to prepare students for graduate social work education, and (3) to integrate Christian principles with professional social work values and ethics. The social work curriculum includes five content areas: human behavior and the social environment, practice, policy, research, and field instruction.

Taylor's social work program is accredited by the Council on Social Work Education (CSWE) and offers a bachelor of arts (includes language requirement) or bachelor of science degree in social work. Graduates are prepared to apply for state credentialing (licensure, certification, or registration) as a beginning-level social work practitioner in most states.

### **Entrance and Graduation Requirements**

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Entry into Taylor's social work education program begins during the sophomore year when students (1) satisfactorily complete the pre-entry courses SWK 200, 231, SOC 100, and PSY 200; (2) complete a minimum of 30 hours of volunteer experience, preferably at a social services agency; (3) receive the approval of the social work education department.

Students in the social work major are expected to complete a minimum of 80 hours including SWK 200, 231, 351, 354, 355, 362, 393, 441, 451, 452, 482, 492; one social work elective from SWK 320, 330, 340 or 380; SOC 100, 220, 350, 355, PSY 200, 300, and supporting courses including ECO 190, POS 331, BIO 244 or human biology. Attainment of a minimum 2.5 GPA is required in the major.

The bachelor of arts and bachelor of science degrees are offered in social work. Students considering work in areas that are bilingual are encouraged to take appropriate language courses. The bachelor of arts degree requires two years of one foreign language.

### 3 hours

An initial exposure to the field of social work by exploring what social workers are, what social workers do, and the settings in which they work. Examination of the knowledge, value, and skill base; practice settings, educational and career opportunities, and the interrelationships between social work and social welfare in the United States. Opportunity is given for the student to explore his/her own interest in and potential for a career in social work. Service learning component provides interaction with a variety of community based agencies. *Meets general education civic engagement or general social science requirements. Open to all students.*

### 3 hours

Follows the development of social welfare efforts from early civilizations to the present time. Focuses on the emergence of the profession of social work. Explores the question: "Am I my brother's keeper?" in the light of biblical principles. *Offered spring semesters.*

### 3 hours

This course is designed to provide the student with the necessary knowledge, values, and skills to empower people who fall into "at-risk population" groups. Those groups, who are at-risk for prejudice and discrimination typically include mental disability, developmental disability, women, elderly, sexual orientation, and religious diversity. Service learning component provides interaction with a variety of community based agencies. *Meets general education civic engagement or general social science requirements. Open to all students. Offered spring semester.*

### 3 hours

Overview of aging and social gerontology including principles of interaction, application of research, and formulation of policies. Biological, sociological, psychological and spiritual characteristics of later adult development, the impact of environment, and the service delivery systems are explored and integrated. Gender, racial, and ethnic issues are addressed, and international perspective introduced. Students are given opportunities to relate theory to practice situations through service learning and simulation in the classroom. *Open to all students. Offered fall semester of odd years.*

### 3 hours

Overview of knowledge base important to effective interactions with children and adolescents. Socialization, development, welfare systems and services, legal systems, special populations, and international comparisons are studied. Application to work settings are made through readings, role plays, and personal experiences.



Service learning component creates interaction with community-based agencies serving children. *Open to all students. Offered fall semester of even years.*

and dying is presented. A contemporary issue related to death is researched and presented. *Open to all students. Offered spring semester of odd years.*

**SWK 393** **4 hours**

**Junior Practicum**

During the January interterm of the junior year, students spend time in a social work setting learning how an agency functions, how professional social work practice is implemented, and how the professional interacts within an agency. This 140 hour field lab provides the student the opportunity for observation and practice.

*Prerequisites: SWK 351, and approval of the Junior Practicum coordinator. Pass-fail only.*

**SWK 441** **3 hours**

**Human Behavior and the Social Environment**

Focus on the interrelatedness of the biological, psychological, social, cultural, spiritual and environmental factors in human growth and development and their relevance and application to social work practice. Various theoretical approaches are explored and applications made to a variety of populations. The impact of culture and chemical dependency is integrated throughout. *Prerequisites: BIO 244, SWK 362, 354. Offered fall semesters.*

**SWK 451** **3 hours**

**Social Work Process and Practice III**

The third in the four-course generalist social work practice sequence. The social work planned change process is applied to communities and organizations. Emphasizes integration of policy, practice, and human behavior/social environment issues. The impact of racial and ethnic differences on community functioning is addressed, and practical applications are stressed. Assessment and grant writing projects are completed within and on behalf of local communities. *Prerequisite: SWK 354. Offered fall semesters.*

**SWK 452** **3 hours**

**Advanced Social Work Practice**

Last in the four-course sequence for developing generalist practice skills. The professional helping relationship and interview process are emphasized. Simulated client-worker situations provide opportunities to practice skills. Employment interviews and strategies are also discussed. Beginning-level professional writing skills are developed through documentation exercises. *Prerequisite: SWK 354. Offered fall semesters.*

**SWK 480** **1-4 hours**

**Seminar**

**SWK 490** **1-2 hours**

**Honors**

**SWK 482** **2 hours**

**Integrative Social Work Seminar**

## ACADEMIC PROGRAMS

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A seminar class taken by all social work majors during January interterm of the senior year. The focus is holistic integration of: 1) faith and the social work profession, 2) self and the social work profession, 3) liberal arts education and the knowledge and practice of social work, 4) self and civic-mindedness, and 5) self as global citizen. An engagement in service to a community is the core component. The community chosen for service may vary each year and will be a guiding force in the orientation activities in which the group engages prior to immersion in the community. Focused presentations are conducted with regard to: 1) stress and time management, 2) burnout prevention, and 3) senior practicum orientation. Comprehensive exams are also completed. All major coursework except the senior practicum must be completed prior to this course. A class fee is necessary to cover travel expenses. *Pass/fail only.*

**SWK 492**

**12 hours**

### **Senior Practicum**

A professional semester of supervised field practicum in a social work setting; 480 hours required. *Prerequisite: Completion of all required courses in the social work major. Offered spring semesters.*

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## **Sociology**

**Chair, Professor S. Bird; Professor M. Jessup**

It is the goal of the sociology department to prepare students for graduate study, employment, and effective Christian participation in a variety of social settings ranging from the family and peer groups to churches and large multinational corporations.

Sociology concentrates attention on the basic processes of social interaction that result in human personality and society. The behavior of humans in groups and organized systems such as the family, work, and government is studied. Sociology also looks at the way human behavior is regulated and standardized around major societal values as compared with biblical standards and values.

The sociology major has four different emphases to allow students to learn the sociological insights and methods that will be most appropriate for their future plans. Three of the emphases are interdisciplinary which allows students to focus on an area of study (urban, family, or policy issues) rather than a specific academic field. For many students the sociology major provides an attractive mechanism for double majoring. Since the credit requirement is relatively low and the sociology content allows students to connect the reality of social life to insights from other majors, a double major provides practical utility, expanded employment possibilities, and greater intellectual cross-disciplinary development.

### **Sociology**

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The bachelor of arts degree with a major in sociology requires two years of one foreign language and 39 hours in the major. The 20-hour sociology core requires any two from SOC 100, 210, or 220, and all of the following: 350, 355, 361 or 365,



493, and 498. In addition, the major requires 19 hours in one of the following four concentration areas.

**Urban Studies:** This concentration area offers students the opportunity to learn about urban life through classroom study and field experience. Students interested in addressing urban needs through service agencies, churches, or government offices might be particularly interested in this emphasis. Requirements include SOC 315, 393 or 450 (1 credit), 410; six hours in an approved urban program; one elective course from SOC 340, 381, 420; one elective course from CED 392, ENS 200, SWK 320.

**Family Studies:** This concentration focuses on understanding human behavior through the family life cycle. Students interested in working with families through churches, social service agencies, or other venues might be particularly interested in this emphasis. Requirements include SOC 340, 381, 393 or 450 (1 credit); SWK 340, 355; one elective course from SOC 315, 410, 420; one elective course from CAS 382, CED 221, PSY 240, 250, 340, 390, SWK 330.

**Policy Studies:** The policy studies concentration provides an interdisciplinary consideration of policies and social programs from organizational, governmental, and private agency perspectives. Students interested in the development or implementation of programs or policies at for-profit or non-profit organizations, service agencies, churches, or government offices might be particularly interested in this emphasis. Requirements include SOC 315, 393 or 450 (1 credit), 420; POS 331, SWK 362; one elective course from SOC 340, 381, 410; one elective course from CAS 411, ECO 190, 202, IAS 330, MGT 350, SWK 231.

**Sociological Studies:** This emphasis is a traditional sociology major that allows students to maintain greater flexibility in their course scheduling and also maximize the sociological focus of their studies. Students interested in pursuing graduate work in sociology or having greater flexibility in course scheduling might be particularly interested in this emphasis. Requirements include SOC 361 or 365 (if not used in the major core), 393 or 450 (1 credit), and an additional 3 credits from any combination of 393, 450, or approved away from campus programs; four elective courses from SOC 315, 340, 381, 410, 420.

The sociology minor requires 18 hours including SOC 100 or 210, 361 or 365, and 12 hours of SOC electives.

### **Sociology/Systems**

The bachelor of science degree with a major in sociology/systems consists of the 39 hour major requirement and curriculum requirements in systems analysis including COS 120, 240 or 250, IAS 330, MAT 151, 382, MAT 210 or SOC 355, SYS 200, 390, 392, 394, 401 or 402, SOC 393 (3-4 hours); three additional systems electives from COS 310, 320, 382, MAT 230, 240, 372, 392, 412, 431, SYS 310, 401, 402. Courses selected for the three additional hours must be in addition to those required elsewhere in the major or systems. All systems curriculum courses must be completed with a C- or better.



## ACADEMIC PROGRAMS

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### *Sociology Courses*

#### **SOC 100                      3 hours**

##### **Introduction to Sociology**

A study of the principles and concepts of sociology in the context of present day social systems. Attention is given to major contemporary analyses of social events, processes, and institutions. *Meets general education civic engagement or general social science requirement. Offered in spring semesters.*

#### **SOC 200                      3 hours**

##### **Cultural Anthropology**

An introduction to the principles of cultural anthropology including the analysis of major anthropological theories and concepts and an examination of social institutional arrangements in small-scale societies. *Only offered periodically.*

#### **SOC 210                      3 hours**

##### **Contemporary Social Problems**

An introduction to the study of social problems from several perspectives. Problems in areas such as drug abuse, crime, education, and the family are examined in the light of basic principles of sociology. *Meets general education civic engagement or general social science requirements. Offered in fall semesters.*

#### **SOC 220                      3 hours**

##### **Ethnic and Minority Issues**

An analysis of inter-group relations in the United States. Topics include a consideration of the mechanisms of group interaction between dominant and subordinate groups and the experiences and histories of the primary minority groups in the United States. *Meets general education civic engagement or general social science requirements. Offered in fall and spring semesters.*

#### **SOC 310                      3 hours**

##### **Religion and Society**

An examination of the cultural and structural influences that guide the forms religion takes in society and the processes through which religious ideas, behaviors, and institutions are constructed. Attention is given to the sociological theory and research that underlies religious behavior. *Meets general education general social science requirement. Only offered periodically.*

#### **SOC 315                      3 hours**

##### **Social Inequality and Stratification**

This course examines the social systems (cultural and structural) that determine outcomes in wealth, power, and social prestige. While the primary focus is on class systems, consideration of race, gender and other factors will also occur. *Offered in fall semesters of every other year (alternates with SOC 420).*

#### **SOC 330                      3 hours**

##### **Social Change and Social Movements**

## ACADEMIC PROGRAMS

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This course focuses on the basic premises of social change, including the evolutionary, conflict, and cyclical theories of social change, and the organized activities of collective behavior and social movements that encourages or discourages social change. Special attention is given to the theoretical contributions of the structural strain, resource mobilization, and social constructionists' perspectives. *Meets general education general social science requirement. Only offered periodically.*

**SOC 340**                      **3 hours**  
**Sociology of Children and Families**

This course examines the sociological foundations of childhood, including family formation, childhood socialization, and the changing cultural significance of children. This course also examines the divergent roles, styles, and functions of parenting. *Offered fall semesters every other year (alternates with SOC 410).*

**SOC 350**                      **4 hours**  
**Social Research Methods**

An exploration of the primary methods of social research and data collection. Topics include defining a research question and design, and data collection from operationalization to data entry. *Offered spring semesters.*

**SOC 355**                      **4 hours**  
**Applied Social Statistics**

An introduction to statistical analysis for social research issues. The course focuses on the uses of statistics, choosing appropriate statistics for a given problem, and interpreting statistical output. *Meets general education mathematics requirement. Offered fall semesters.*

**SOC 360**                      **1-4 hours**  
**Independent Study**

**SOC 361**                      **3 hours**  
**History of Social Thought**

Primary emphasis is placed upon the contributions of sociologists since the time of Comte. The writings and concepts of leading sociologists in both Europe and America are studied. *Meets general education general social science requirement. Offered fall semester every other year (alternates with SOC 365).*

**SOC 365**                      **3 hours**  
**Contemporary Social Thought**

An analysis of social theory as it is practiced today. Building on the classical works of Marx, Durkheim, Weber, Simmel, and Mead, this course focuses on how modern sociologists have incorporated the classical writers to explain social developments. Special attention is given to postmodernists, social constructionists, functionalists, neo-Marxists, neo-Weberians, and leading feminist thinkers. *Meets general education general social science requirement. Offered fall semesters every other year (alternates with SOC 361).*

## ACADEMIC PROGRAMS

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**SOC 370** 1-4 hours

**Selected Topics**

**SOC 381** 3 hours

**Marriage and Family Systems**

A study of the changing state of family systems in America. The course also examines how work, social class, ethnicity, and gender affect family structure and function. *Meets general education general social science requirement. Offered spring semesters.*

**SOC 393** 1-4 hours

**Practicum**

**SOC 410** 3 hours

**Community and Urban Affairs**

Consideration of problems relating to community structure, development, and process beginning with a historical overview of the development of cities. Special emphasis is placed upon the interrelationships of various groupings within communities, particularly within the urban scene. A field trip to a major urban center provides "hands-on" learning. *Offered fall semesters every other year (alternates with SOC 340).*

**SOC 420** 3 hours

**Organizational Policies and Programs**

A study of the social dynamics that guide and shape organizations in modern societies. The class prepares students to see and work with the structures of organizations like the church, government agencies, for-profit companies, and non-profits. The focus is on the application of organizational theories to organizational settings and includes projects on the development of organizational programs. *Offered fall semesters every other year (alternates with SOC 315).*

**SOC 450** 1-4 hours

**Directed Research**

**SOC 490** 1-2 hours

**Honors**

**SOC 493** 2 hours

**Sociology Integrative Seminar**

This course provides students with the opportunity to approach the field of sociology holistically and integrate faith and sociological insight. *Offered in spring semesters.*

**SOC 498** 1 hour

**Sociology Senior Thesis**

Students will complete a senior thesis that demonstrates an ability to apply sociological perspective through a theoretical or methodological analysis of a

sociological topic they have chosen. *Offered in spring semesters.*

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### **Systems**

See Computing and System Sciences.

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## **The Application Process**

Through the Admissions Office, prospective students may obtain information on how to become involved in Taylor's unique educational experiences, which reinforce scholarship in the liberal arts tradition, Christian commitment and awareness, and concern for career development.

### **Secondary School Preparation**

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Applicants to Taylor University should have graduated from an accredited secondary school and present satisfactory aptitude test scores. Aptitude test scores are used to help interpret a student's high school transcript, the primary document in the evaluation of academic potential. Recommendations from a guidance counselor and pastor are important, as are a student's achievements in co-curricular activities, but none of these materials are an acceptable substitute for academic achievement. Applicants should have pursued a challenging college preparatory course load, including four years of English, three or four years of mathematics, three or four years of laboratory science, and two years of social science. Two years of foreign language are recommended. Also encouraged are introductory courses in music and art, skill courses in typing/keyboarding, and basic computing.

Required credentials include the application form, a personal statement of faith, official high school transcript (GED may also be accepted), recommendations from a guidance counselor and pastor, and aptitude test scores (either SAT or ACT). For test scores to be considered official, they must be sent to the Admissions Office either through a high school guidance counselor or from the College Entrance Examination Board or the American College Testing Service. An official campus visit and personal interview are essential components of the decision making process. Interviews and visits must be completed by January 15 of the applicant's senior year to be considered in evaluating an application for the February 15 notification.

Specific admissions requirements may be obtained from the Admissions Office.

### **Application Procedures**

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Students may apply to Taylor University anytime after the completion of their junior year, but should apply early in the academic year preceding their desired enrollment. Application materials may be requested by phone, by e-mail at [admissions\\_u@tayloru.edu](mailto:admissions_u@tayloru.edu) or by writing the Admissions Office, Taylor University, 236 West Reade Avenue, Upland, Indiana 46989-1001. Students may also apply online at [www.tayloru.edu/upland/admissions](http://www.tayloru.edu/upland/admissions).

### **Application Review**

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Admission to Taylor University involves a two-stage process:

- During the first stage of the review process, applications are assessed carefully to determine if they meet minimum requirements for admission to the university. Qualified students then continue to the second stage of the review process.

## **ADMISSIONS**

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- During the second stage of the process, students from the pool of qualified applicants are selected for admission. Selection is based on a comprehensive review of the materials received. Academic preparedness, spiritual depth, and unique contributions to the community are important factors that are considered.

### **Decisions and Notification**

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Prospective students will receive one of three types of notification:

- **Standard Notification:** Students are notified of their application status by February 15 of their senior year. To be considered for this notification date, students must have their application completed by January 15. Students are encouraged to complete their application as early as possible. An interview is required. Students who apply after January 15 of their senior year are considered for admission as space permits.
- **Early Notification:** A select group of applicants who have completed their applications early in the fall (including an interview) are considered for limited fall acceptances. Early notification takes place throughout the fall of the applicants' senior year.
- **Denial:** The review committee may feel that a student's success at Taylor is in question and that a denial is in the best interest of the student. In such cases, students are notified by mail of the committee's decision. Details regarding this policy may be obtained from the associate vice president for enrollment services.

### **Waiting Pool**

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Qualified students who have not been accepted by February 15 are placed in a waiting pool. If significant cancellations occur, students are accepted from the waiting pool based on their overall evaluation.

### **Matriculation Fee**

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Matriculation fees are required for the following terms:

- **Fall:** All applicants accepted for the fall semester are required to submit a \$200 matriculation fee (\$150 toward tuition and \$50 housing deposit) that secures the student's place in the student body and begins the housing process. Students not living in university housing must submit a \$150 matriculation fee. All new students are required to live on campus unless they are commuting from their parents' home. The matriculation fee deadline for fall admission is May 1. A new or readmitted student who cancels prior to May 1 will receive a full refund.
- **Spring:** Students applying for the spring semester may pay their \$200 matriculation fee anytime after they have been accepted. A new or readmitted student who cancels prior to November 1 will receive a full refund.
- **Summer:** Students enrolling for summer school may pay their matriculation fee of \$20 upon notification of acceptance. A new or readmitted student who cancels prior to the first day of classes will receive a full refund.

All refund requests must be submitted in writing.

## **Guest Status**

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Students are considered guests when they are not seeking a degree from Taylor University and fall into one of the following categories:

- Students who desire to take one or two courses at Taylor for the specific purpose of transferring the credit earned to another institution.
- Those high school students who wish to take college courses and apply these hours to credits-in-escrow.
- Those students who attend one of the Christian College Consortium schools and desire to compliment their preparation with course work at Taylor.
- Those individuals who wish to take one or two courses solely for the purpose of self-improvement.
- Guest students may earn no more than 24 credit hours with this status. Transfer credit is not accepted while the student holds guest status. Students who wish to apply credits toward a degree must apply for regular admission to the university through the Admissions Office.

## **Honors Acceptance**

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This admissions classification is designed for the academically gifted. Any incoming freshman awarded this status must have a 3.70 high school GPA, rank in the top 10 percent of the student's graduating class, and have a combined SAT score of 1200 or more and/or ACT score of 27 or higher.

## **Provisional Acceptance**

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This admissions classification is for applicants who, because of unusual circumstances, do not meet the minimum academic standards for regular admission. Students admitted under this classification must earn a GPA of 1.70 during the first year as a full-time student in order to remain at Taylor. Students accepted under this classification are given a prescribed schedule (less than 15 hours) and are assigned an advisor from the Academic Enrichment Center. Please contact the Admissions Office for additional information.

## **Transfer Students**

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Transfer students must submit the transfer application form, a high school transcript, a pastor's recommendation, an official transcript from each institution previously attended and the Transfer Verification Form, which includes a request for a report of good standing, from the last college attended. Generally, a B-average is required. In addition, standardized test scores are required to determine proficiencies in math, reading, and writing.

See Academic Regulations for information regarding the transfer of credit to Taylor University.

## **Credits-in-Escrow**

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Junior and senior high school students may enrich and expand their educational experiences by enrolling at Taylor University on a space available basis for the fall and spring semesters. Students may take one or two classes per semester. Full



## **ADMISSIONS**

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college credit is awarded for all courses satisfactorily completed according to the university's established requirements and procedures. Escrow credits earned at Taylor may be transferred to any college.

### **Senior Citizens Program**

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A senior citizen's discount is available to persons who qualify and complete a guest application with the senior citizen designation. The applicant must register for the desired courses and pay the appropriate charges at the time of registration. Persons sixty years of age or older may have the senior citizen designation and the resulting tuition discount when taking courses at Taylor.

### **International Students**

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International students desiring admission should provide the following for consideration:

- TOEFL score of at least 550 on the paper-based test or 213 on the computer-based test. Scores must not be more than two years old. When registering, students should indicate code 1802 to have the scores sent directly to Taylor. The TOEFL may be waived if the student is a citizen of Great Britain, Australia, Canada, New Zealand, or the British West Indies or if the student has studied in one of the above-mentioned countries or in the United States within the last two years and has a good academic record.
- Certificate showing completion of secondary school, including the results of any examinations. Official English translations of the certificates are required.
- SAT or ACT scores. These scores are recommended for students who wish to be considered for merit scholarships. They are also used to determine proficiency requirements in math, reading, and writing.

An application will not be evaluated until the student submits a completed application (including essays), completed recommendation forms, official academic records and test scores, TOEFL scores, an affidavit of support, and a signed Life Together Covenant.

International students have to show evidence of financial support before full acceptance can be granted. The Form I-20 will not be issued until documentation showing sources of financial support is submitted. International students may work on campus part time during the academic year, but the income generated will not be sufficient to cover education costs.

### **Advanced Placement or Credit by Examination**

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To seek advanced standing or college course credit, an applicant may take an Advanced Placement Examination administered by the College Entrance Examination Board. Students who have passed an Advanced Placement Examination may be eligible for placement at the next level of the college sequence and may receive college credit if the overall quality of their performance merits such recognition. Score levels vary between subjects; score levels considered passing may be obtained from the Office of Academic Assessment.

Advanced credit may also be gained through the subject exams of the College Level Examination Program (CLEP). Complete information regarding advanced placement may be secured from the Office of Academic Assessment.



## **Student Expenses**

We know that the sacrifices made by each family are significant in obtaining a Taylor University education. We would like you to know that the charges billed cover approximately 80% of our costs for delivering a Taylor education. Alumni, friends, parents, and others provide the remaining 20% of our costs through gifts and other sources of revenue. We thank God for you and for the support of others as we prepare students to minister the redemptive love of Christ to world in need.

The college reserves the right to increase rates if and when necessary.

### **Annual Costs**

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Refer to the Taylor University Tuition and Fee Schedule for the current costs for an academic year. This publication is available in the Bursar's Office.

### **Other Charges**

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Certain classes may require the student to purchase materials for specific projects or may require a basic materials charge. These costs vary by course and cover only the materials used by the individual student. Certain other charges are assessed for courses requiring private or special instruction and for administrative costs for special services and transportation.

### **Advance Payment**

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All returning students are required to pay an advance payment of \$100 to secure their registration for fall semester. Advance payment is due by June 1. Refund of the \$100 advance payment to returning students is granted as follows: through June 30, a full refund will be granted; July 1-14, a return of \$75 will be given; July 15 and after, no refund will be granted.

### **College Level Examination Program**

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An examination fee is charged for each test administered, and an additional cost exists for each hour of college credit awarded.

### **Advanced Placement Credit**

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A fee is assessed for each hour of college credit awarded.

### **Student Insurance**

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Taylor University requires all students to carry health insurance. Taylor University facilitates an insurance program that is available to all students to help meet the requirement. If health insurance is in place for the student via another method (i.e. parent coverage or other plan), the insurance may be waived by completion of a waiver. Coverage is available for single students, for husbands and wives, and for families. Information and waiver forms are available upon request from the Student Insurance Office.



## **FINANCE**

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### **Late Registration**

A reinstatement fee of \$25 is charged to returning students who have not registered by the end of the appropriate registration period.

### **Payment of Bills**

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The billing statement is e-mailed on or about the first day of each month to the student's TU e-mail address, with payment due the 20<sup>th</sup> of the month. The initial billing statement for the fall semester is sent on or about August 1 and is due in full August 20. The January interterm and/or spring billing statement is sent on or about January 1 and is due in full January 20. Statements are e-mailed each subsequent month to students who owe a balance or have had transactions to their account during that billing cycle. Any new charges that may occur are due the 20<sup>th</sup> of the month in which they are billed. It is the student's responsibility to provide this information to their parents. New students who have not yet been assigned a TU e-mail address will be mailed a statement to their permanent postal address as listed in the Registrar's Office. However, Taylor University dictates that communication is sent to currently enrolled students at their University assigned e-mail address. Students are responsible to check their Taylor e-mail account regularly and will miss important information from the bursar's office if they do not do so.

There are two payment options available:

- Payment in full by the due date (20<sup>th</sup> of the month in which charges are billed).
- Tuition Management Service (TMS): This method of payment provides for monthly payments beginning in May, June, or July in anticipation of fall enrollment. There is a nominal one-time fee, and there are no interest charges for this service. Full TMS guidelines are available from the Bursar's Office.

Additional information may be found in the Tuition and Fees Schedule. This publication is available in the Bursar's Office.

Taylor charges interest based on the following policy: Any balance of fees not paid by the due date when first billed, or deferred pursuant to one of the payment options described above, will be subject to an annual percentage rate of 13 percent.

A student's account must be current to avoid a Bursar's Office hold on registration, housing, transcripts, and/or diploma release.

### **Emergency Funds**

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The Taylor Parents Association raises financial resources each year to be allocated for student emergencies. Medical costs not covered by insurance and emergency travel in case of death or severe sickness of immediate family are two of the most frequent reasons for allocations of this fund. Other emergency costs will be considered. Contact the dean of students for more information.

### **Change of Registration**

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A refund of charges will be given to students dropping from full-time to part-time status, or lowering their part-time hours, by the last date to drop a class without a

transcript entry (“drop/add” period). There is no reduction to the tuition charge for dropped hours after this drop/add period. Course fees are refundable only during the drop/add period. Away from campus program tuition and fees are nonrefundable only in accordance with each program’s specific refund policy.

### **University Withdrawal Procedures**

Withdrawal forms may be secured from the receptionist in the Office of Student Development.

In cases of withdrawal of full-time students from the university, refunds of student charges for tuition and room and board are based on the refund schedule.

Basic fees are nonrefundable. No refund will be given for withdrawals after the end of the sixth week.

Refunds are based on the total term bill and on the date the official withdrawal form is completed. The matriculation fee and housing deposit are forfeited for students who complete registration but must withdraw before May 1. Any deviations from the refund policy are at the discretion of the vice president for academic affairs and the vice president for student affairs.

If a student is receiving financial aid, funds will be returned to the aid source(s) according to the Taylor University Return to Financial Aid Funds policy. A copy of this policy is available at [www.tayloru.edu/upland/campus/srtk](http://www.tayloru.edu/upland/campus/srtk).

### **Refund Schedule**

Withdrawals to the end of:	Tuition	Room	Board
First Week*	90%	Prorated	Prorated
Second Week	90%	0%	Prorated
Third Week	75%	0%	Prorated
Fourth Week	60%	0%	Prorated
Fifth Week	45%	0%	Prorated
Sixth Week	20%	0%	Prorated
Seventh Week to end of semester	0%	0%	0%

\*first five days of the term

### **Financial Aid**

The following information regarding financial aid is accurate at the time of the catalog printing but is subject to change due to changing federal and state regulations and institutional policies and budgetary constraints. For the most current information, please refer to the financial aid section of our website,

## FINANCE

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<http://www.tayloru.edu/upland/departments/financialaid>, or contact the financial aid office.

The financial aid programs at Taylor recognize that it is the basic responsibility of students and their families to finance a college education. However, the rising cost of education has made it necessary for many students to enlist financial assistance outside their personal resources. Financial aid can help many qualified students attend Taylor regardless of financial circumstances.

The financial aid programs offer assistance to students in need in the form of scholarships, grants, loans, and employment. Financial aid is awarded primarily on the basis of financial need, except in the case of merit scholarships that require superior academic achievement and ability. If the student's aid package is based on financial need, the total aid package (including merit and outside scholarships) cannot exceed the student's financial need.

Financial need is defined as the difference between a family's resources and the total cost of attending college. If a difference exists between the total cost of attending Taylor (including all tuition, fees, room, board, books, supplies, and personal expenses) and the ability of the family to meet these educational costs, the student is determined to have financial need. An evaluation of financial need includes consideration of the parents' and student's income and assets, family size, and number of family members in college.

To determine the extent of the student's financial need and the family's ability to pay for educational expenses, Taylor uses the Free Application for Federal Student Aid (FAFSA) and the Taylor University FAFSA Supplement. An analysis of these statements yields the amount that the family is expected to contribute.

Students enrolled in Taylor University's established study abroad programs will receive financial aid as though they were on campus. Students may only receive institutional financial aid for their first study abroad program. Federal financial aid is available for additional study abroad programs. No financial aid (federal or institutional) will be awarded to students attending study abroad programs not offered through Taylor University.

Students who plan to enroll on a part-time basis should consult the director of financial aid about the availability of financial aid programs. It should be noted that many aid programs require that a student be enrolled full time (a minimum of 12 credit hours per semester).

To continue to receive need-based financial aid, a student cannot be on extended academic probation and must meet the criteria established in the Taylor University Satisfactory Academic Progress Policy. A copy of this policy is available at [www.tayloru.edu/upland/departments/financialaid/forms](http://www.tayloru.edu/upland/departments/financialaid/forms). Satisfactory academic progress for financial aid applicants/ recipients shall be measured both qualitatively and quantitatively. In order to maintain eligibility to receive financial aid, the maximum time period for a full-time student to complete his/her course of study



shall be the equivalent of five academic years or until he/she has completed graduation requirements of a bachelor's degree, whichever period is less. The maximum number of terms students transferring to Taylor University may receive financial aid will be prorated based on their entering enrollment status. Students enrolled on less than a full-time basis are subject to the above standards applied proportionally to their credit hour load.

### **How to Apply for Financial Aid**

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Students should begin the application process for financial aid as soon as possible after January 1. Those only interested in merit-based programs need not submit any financial aid forms. The Financial Aid Office automatically awards merit-based scholarships after receiving the students' SAT/ACT scores and class rank information from the Admissions Office.

### **In order to receive need-based financial aid, these steps must be followed:**

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- Be accepted for admission to Taylor University. Students may apply for financial aid prior to their acceptance at Taylor, but financial aid will not be awarded until acceptance is finalized. Please note that transfer students must indicate Taylor University as a recipient of their Free Application for Federal Student Aid (FAFSA) information and have their financial aid forms received by the federal processor by March 10.
- Complete the FAFSA online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov) as soon as possible after January 1. Also complete the Taylor University FAFSA Supplement online at [www.tayloru.edu/upland/departments/financialaid/forms](http://www.tayloru.edu/upland/departments/financialaid/forms). The federal processor must receive the FAFSA by March 10 in order to be considered for need-based institutional aid. Students whose forms are received after this date will only be eligible for the Federal Stafford Loan, Federal Pell Grant, Federal PLUS funds, and non-need merit-based aid. Please also consider the following:
  1. The FAFSA may be picked up in high-school counseling offices or university financial aid offices and is available on-line at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). The Taylor University Financial Aid Application is only available from the Taylor Financial Aid Office or at [www.tayloru.edu/upland/departments/financialaid/ forms](http://www.tayloru.edu/upland/departments/financialaid/forms).
  2. In order to avoid unnecessary delays in processing, the Taylor Financial Aid Office strongly recommends that a family complete its income tax returns before completing the FAFSA. However, if this is not possible, the FAFSA must be completed using estimated tax information in order to meet the deadline.
  3. The release of information to Taylor University should be clearly requested on the FAFSA (code # 001838).
  4. Additional forms may be required in order to receive state aid from Pennsylvania, Vermont, Alaska, Rhode Island or Massachusetts. Students should check with their high-school guidance officer regarding which forms are required by their state.



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5. *In order for Indiana residents to be considered for state aid, their FAFSA must be received by March 10. No other form is required.*

In order to receive timely consideration in the awarding of financial aid, please submit the indicated forms and respond promptly to requests for any additional information or documentation.

### Merit-Based Awards

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Merit-based awards are presented to students who demonstrate outstanding scholarship. Financial need is not considered for this type of aid. Taylor provides four different types of these awards:

- The President's Scholarship requires a minimum SAT composite of 1300 or ACT score of 29, plus rank within the top 10 percent of the high school class (or have a high school cumulative GPA of 3.8/4.0 if the high school class is less than 100 or the high school does not rank its students). It is renewable if the student maintains a 3.2 GPA. The amount is 15 percent to 25 percent of tuition.
- The Dean's Scholarship requires a minimum SAT composite of 1200 or ACT score of 27, plus rank within the top 15 percent of the high school class (or have high school cumulative GPA of 3.5/4.0 if the high school class size is less than 100 or the high school does not rank its students). It is renewable if the student maintains a 3.2 GPA. The amount is 10 percent to 15 percent of tuition.
- Class Merit Awards are given to the top 10 students, by GPA, in each grade level who are not already receiving a renewable Taylor University merit scholarship. Awards range from five to ten percent of tuition.
- Academic Merit Awards are awarded to up to four National Merit Finalists per year. The amount is 10 percent of tuition.

### Need-Based Awards

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The FAFSA and Taylor University FAFSA Supplement determine need-based awards:

- The Taylor University Gift Grant is given to students with financial need who meet individual criteria as stipulated by donors. These criteria may include a specific major, GPA, and/or area of residence. The total aid package may not exceed the financial need.
- The only criterion for the Taylor General Grant is financial need. These awards are in addition to loans and earnings from work-study. The amount will vary from year to year based on financial need as determined by the FAFSA and FAFSA Supplement.
- The maximum amount for the Taylor University Loan is \$1,500 per year according to financial need; repayment with a 7 percent interest rate begins six months after the student leaves school. This long-term, low-interest loan program is designed to assist students who demonstrate financial need as determined by the FAFSA and FAFSA Supplement.
- Repayment and interest on this loan begin after a student ceases to be enrolled on at least a half-time basis at Taylor. These loans, which are made possible

through the generous contributions of alumni and friends of Taylor, are listed below:

Bourquard-Caffray Student Loan Fund  
Roger Brague Compton Loan  
Computer and System Sciences Department Loan Fund  
Rev. and Mrs. Harold Dakin Memorial Loan Fund  
Daniel Dame Student Loan  
Nelva Snider Dober Loan Fund  
G. Harlowe Evans Student Loan Fund  
Giggy Memorial Student Loan  
Indiana Federation of Clubs Fund  
International Loan  
Peavy-Barnett Student Loan  
Raymond E. and Garnet I. Rice Memorial Student Loan Fund  
Schleicher-Utley Student Loan Fund  
ServiceMaster Student Incentive Loan  
Robert M. and Arthur D. Stewart Memorial Loan Fund  
Elmer H. Stockman Loan Fund  
Elizabeth Studabaker Student Loan Fund  
Taylor Student Organization Loan Fund  
Linton A. Wood Student Loan Fund

- To qualify for Taylor University Employment a student generally must demonstrate financial need. Exceptions include personnel assistants in residence halls or students who possess required skills, such as computer knowledge.

### **Other Available Awards**

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Students may be eligible for other types of awards besides the merit-based and need-based scholarships:

- A Christian Leadership Scholarship, worth 25 percent of tuition, is awarded yearly to twenty incoming freshmen. Accepted students who have interviewed and completed an application for admissions by January 15 are considered for selection. Selection is based on leadership experience determined by the application and interview. This scholarship is renewable with a 2.6 GPA and continued involvement in specified leadership activities.
- The Church Matching Grant enables Taylor University to match 100 percent of a church's gift to a student, with Taylor's maximum match totaling \$750. A separate application form must be sent to the Church Matching Grant Office by March 1 and the church gift must be received by June 1.
- Athletic Scholarships are awarded by the coaches to students who demonstrate exceptional ability in athletics.

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- The Ethnic Student Scholarship, worth 25 percent of tuition, is awarded yearly to 10 incoming freshmen. The Admissions Office coordinates the selection process. The scholarship is renewable with a 2.0 cumulative GPA.
- The International Scholarship, worth 25 percent of tuition, is awarded yearly to six incoming freshmen. The Admissions Office coordinates the selection process. The scholarship is renewable with a 2.0 cumulative GPA.
- Music Scholarships are awarded to students majoring in music who display special talent with musical instruments or voice and who show promise of superior accomplishments in this field. Students interested in applying should contact the chair of the music department.

### **Annual and Endowed Scholarships**

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A number of scholarships are available through the generous contributions of alumni and friends of Taylor. Students applying for financial aid are automatically considered for these scholarships. A complete listing is as follows:

James Alspaugh and Nelle Alspaugh Hodson Family Endowed Scholarship  
James R. Anderson Memorial Endowed Student Development Internship  
D. J. Angus-Sciencetech Most Improved Student Award  
Floyd L. Apple Memorial Endowed Scholarship  
Mary Rose Apple Scholarship  
ARAMARK ServiceMaster Business Incentive Endowed Scholarship  
ARAMARK ServiceMaster Endowed Scholarship  
Athletic Hall of Fame/Odle Golf Classic Annual Scholarship  
Rev. Alfred H. Backus Memorial Scholarship  
Rod and Ellen Ballard Memorial Annual Scholarship  
Bahamian Student Scholarship  
Steve Barnett Award  
Lawrence W. and Mary E. Bauer Endowed Scholarship  
Bedi Family Annual and Endowed Scholarships  
Robert and Margaret Behnken Family Annual and Endowed Scholarships  
Robert P. Benjamin and Family Scholarship  
Evan H. Bergwall, Sr. Memorial Scholarship  
Leland E. Boren Endowed Scholarship  
Bosnian Student Scholarship  
Ruby F. Bourquard Memorial Annual Scholarship  
Bowker/Kuhne Foundation Scholarship  
William and Margaret Braden Scholarship  
James M. Bragan Memorial Scholarship  
Dr. David H. Brewer Memorial Annual Scholarship  
Arland V. Briggs Memorial Scholarship  
Virgil and Gladys Broyles Memorial Scholarship

Ray E. Bullock Endowed Scholarship  
 P. Freeman and Mary Kay Burkhalter Memorial Endowed Scholarship  
 Walter and Jessie Cain Endowed Scholarship  
 Charlotte Knox Canida Award  
 Capin Crouse/Richard E. Capin Outstanding Accounting Student Award  
 Charles W. Carter Award  
 Riley and Ruth Case Endowed Scholarship  
 Lena Chalfant Memorial Grant  
 Paul K. Chan Annual Scholarship  
 Albert T. Chapman and Mildred S. Chapman Endowed Scholarship  
 Chemistry Department Scholarship  
 Chi Alpha Omega Scholarship  
 Benita Y. Chiu Annual Scholarship  
 Christian Women in Business Scholarship  
 Christianity Today Christian Leadership Award  
 Circle of Friends Endowed Scholarship  
 Class of 1941 Endowed Scholarship  
 Class of 1943 Endowed Scholarship  
 Class of 1945 Endowed Scholarship  
 Class of 1950 Endowed Scholarship  
 Wilbur M. Cleveland Memorial Scholarship  
 Wilbur M. Cleveland Memorial Student Alumni Internship  
 Cobbs Ministerial Endowed Scholarship  
 James Coburn Track Award  
 Russell and Gladys (Flickinger) Coe Annual and Endowed Scholarships  
 John Baxter Coffey Memorial Scholarship  
 Milton E. and Marian (Munson) Collins Family Endowed Scholarship  
 Communication Arts Department Scholarship  
 Computer Science Scholarship  
 Comstock Family Endowed Scholarship  
 Jay and Phyllis Conrad Endowed Chapel Fund  
 Raymond and Marjorie Cooper Endowed Scholarship  
 Cox Family Scholarship  
 Rose Stanley Cozzens Fund (Sara Long Trust)  
 Marion L. Crawley Memorial Award  
 Croatian Student Scholarship  
 Cup of Water Endowed Scholarship  
 Walter and Pearl Dager Endowed Scholarship  
 Barb Davenport Endowed Football Scholarship



## FINANCE

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Dillon-Long Memorial Endowed Scholarship  
Nancy DeLay Dodge Memorial Endowed Scholarship  
Ralph and Eunice Dodge Memorial Endowed Scholarship  
Rebecca Ellenwood Memorial Endowed Fund  
John M. Ellis Memorial Scholarship  
Enterprise Group Annual and Endowed Scholarships  
Ethnic Students Endowed Scholarship  
G. Harlowe Evans Chemistry Scholarship  
Joyce S. Evans Memorial Scholarship  
Evanston Gospel Chapel Elder's Families Endowed Scholarship  
Faculty and Staff Auxiliary Award  
Farmers Insurance Group of Companies Scholarship  
Ruth M. Flood Alumni Dependent Scholarship  
William R. Forgy Memorial Endowed Scholarship  
Rev. Jesse Fox Memorial Endowed Scholarship  
Betty Freese Student Alumni Internship  
Robert J. Freese, Sr. Memorial Endowed Scholarship  
Friendship Guild Scholarship  
David L. Fuller Memorial Endowed Scholarship  
Raymond Wayne and Lois A. Futrell Annual Scholarship  
Howard M. and V. Anne Garver Scholarship  
General Scholarship  
Vickie George Scholarship  
George Glass Endowment Fund  
Irlene S. Glenn Memorial Scholarship  
Aileen Gortner Memorial Scholarship  
Robert V. Gortner Endowed Scholarship  
Grace Educational Assistance Grant  
Granitz-Nelson Award  
Grant County State Bank Scholarship  
Gladys Millard Greathouse Scholarship  
Raymond R. and Frances A. Grissom Memorial Endowed Scholarship  
Jeanette Groff Music Scholarship  
Catherine Hill Grostic Annual and Endowed Scholarships  
Ron and Anita Habegger Endowed Scholarship  
Naomi and Adolf Hansen Endowed Scholarship  
Avis M. Hassel Memorial Annual and Endowed Scholarships  
Lowell E. and Virginia G. Hatfield Endowed Scholarship

Elaine Heath Memorial Music Scholarship Fund  
 Nolan E. Hite Endowed Scholarship for International Students  
 Jane and Gerald Hodson Scholarship  
 J. Arthur Howard Scholarship  
 International Students Annual Scholarship  
 Alyce C. Isaacsen Award  
 Dr. Raymond B. Isely Memorial Scholarship  
 Ruth Warten Iten Memorial Endowed Scholarship  
 Fern I. Jackson Memorial Scholarship  
 Warren Bennett Jacobus Memorial Endowed Scholarship  
 Rev. Abram Jagers Memorial Scholarship  
 Andrew W. Jarboe Memorial Scholarship  
 Charles H. and Wilma Dykeman Jennings Memorial Scholarship  
 Robert A. Johnson Award  
 David Jones Memorial Scholarship  
 Ruth (Prosser '40) and Clifford R. Keizer Endowed Scholarship  
 Evelyn Boquist Kemp and Esther Boquist Strauch Memorial Endowed Scholarship  
 Kenyan Students Scholarship  
 Jack W. King Missionary Endowed Scholarship  
 Jack W. King Student Missions Endowed Scholarship  
 Philip K. Kroeker Annual and Endowed Scholarships  
 Hazel R. Lamott Memorial Endowed Scholarship  
 Lange Scholarship  
 Herbert G. and Jennie E. Andrews Lee Memorial Scholarship  
 Fred A. Lennertz Endowed Scholarship  
 Linhart Missionary Endowed Scholarship  
 Lord's Servants Endowed Scholarship Fund  
 Wendell and Jean Lowe Endowed Scholarship  
 Fred and Elaine Luthy Endowed Scholarship  
 Lyford Cay Foundation  
 Macy Memorial Endowed Scholarship  
 Zach and Erma Mahorney Annual Scholarship  
 Masvero Family Annual and Endowed Scholarships  
 Mathematics Alumni Scholarship  
 Matthews Family Annual Scholarship  
 Rosselle McKinney Scholarship  
 William C. McLennan Memorial  
 Paul and Evelyn Mendenhall Endowed Scholarship

## FINANCE

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Mephibosheth Endowed Scholarship Fund  
Robert and Coleen Midwood Scholarship  
Phillip J. Miller Memorial Scholarship  
Rosell Stewart Miller Memorial Endowed Scholarship  
Betty Mitchell Endowed Art Scholarship  
English Bonter Mitchell Grant  
William A. Mitchell Memorial Endowed Scholarship  
Melvin and Sandra Moeschberger Endowed Scholarship  
William Montgomery Memorial Annual Scholarship  
Luella Moore Memorial Scholarship  
Naomi A. Moore Endowed Piano Scholarship  
Sammy Morris Memorial International Student Scholarship  
Paul A. Mortenson Scholarship  
Muncie District-United Methodist Church Scholarship  
Mutual Security Life Insurance Company Scholarship  
James and Sandra Nassar Award  
National Alumni Council Alumni Scholarship  
Margaret E. and Judy R. Neeley Memorial Scholarship  
Greg Nelson Family Music Endowed Scholarship  
Brad Newlin Memorial Scholarship  
Diane Newman Memorial Scholarship  
Mary Cheung Shee Ng Memorial Endowed Scholarship  
The Niblick Family Foundation Endowed Scholarship  
911 Victims Scholarship  
Vernon and Joan Northrop Endowed Scholarship  
Henry and Nettie Norvelle Memorial Scholarship  
Elmer and Ruth Ellen Nussbaum Memorial Endowed Scholarship  
Don and Bonnie Odle Endowed Scholarship  
Walter and Anna Skow Oliver Memorial Scholarship  
Grace D. Olson Memorial Scholarship  
Lawrence and Lucille Oman Home Missions Endowed Scholarship  
Marion Miller Overhiser Memorial Endowed Scholarship  
Howard and Relda Pearson Endowed Scholarship  
John and Fran Petroff Annual and Endowed Scholarships  
Phillips, Craig and Dean/Sparrow Foundation Endowed Scholarship  
Physics Alumni Foundation Scholarship  
Pikes Peak Christian Church Memorial Endowed Scholarship  
Elisabeth Poe Endowed Scholarship

Pollard Phonics Education Laboratory Endowed Fund  
 Poplar Run Church Memorial Scholarship  
 Lucille F. Popp Endowed Scholarship  
 Precision Scholarship Fund  
 Presser Foundation Scholarship  
 Patricia Anne Priess Memorial Scholarship  
 Quandt Family Annual and Endowed Scholarships  
 Randall Environmental Research Fund  
 Reade Center Faculty and Staff Scholarship  
 Reader's Digest Foundation Scholarship  
 Red Packard Memorial Scholarship  
 Milo A. Rediger Award/Marion Kiwanis  
 Milo A. Rediger Scholarship  
 Rediger/Vernier Alumni Dependent Scholarship  
 Religion and Philosophy Scholarship  
 Doris E. Reynolds and Edith Ross Reynolds Memorial Endowed Scholarship  
 Garnet I. Rice Alumni Dependent Scholarship  
 Paul and Jennifer (Dorenbos) Ritchie Scholarship  
 Ritchie Family Annual Scholarship  
 Isaac N. Ritenour Scholarship  
 Wally and Marlene Roth Endowed Scholarship  
 Donald Leon Roye Memorial Scholarship  
 Don and Shirley Ruegsegger Scholarship  
 Jennafer T. Ruehlman Memorial Endowed Scholarship  
 Gene L. And Nancy A. Rowley Rupp Endowed Scholarship  
 Nancy A. Rowley Rupp Endowed Music Scholarship  
 Wally and Bobbie Scea Endowed Scholarship  
 Francis Schaeffer Memorial Scholarship  
 Science Faculty Scholarship  
 Gerald J. Seagley and Waunetta B. Seagley Scholarship  
 Richard A. Seaman Endowed Financial Training Program  
 Richard Seaman Memorial Fund  
 Second Center Olson Scholarship  
 Lon and Ruth Setser Music Endowed Scholarship  
 Alice M. Shippy Memorial Award  
 Alice M. Shippy Memorial Student Alumni Internship  
 Herman David Shore Memorial Endowed Scholarship  
 Cleo H. Skelton Scholarship



## FINANCE

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Barry W. Smith Social Work Scholarship  
Gene M. and Mary E. Smith Endowed Scholarship  
Peggy L. Smith Memorial Award  
Sharon Hicks Smith Annual Scholarship  
Soderquist Family Annual Scholarship  
Miriam Burton Squire Memorial Scholarship Leon and Alma Stanley Memorial Scholarship  
William J. Stapleton Memorial Scholarship  
STAR Financial Bank Annual Scholarship  
Stevens Family Endowed Scholarship  
Steyer Memorial Endowed Scholarship  
Stone/Hite Endowed Scholarship for International Students  
Stone/Hite Family Endowed Scholarship  
Robert L. Stoops Memorial Scholarship  
Marvin and Mary Ella Stuart Scholarship  
John F. Summers and Son Memorial Scholarship  
Robert E. Sutherland, Jr. Annual and Endowed Scholarships  
Taylor Alumni/Lilly Employee Annual and Endowed Scholarships  
Taylor Association of Business Students Scholarship  
Taylor Connection Annual Scholarship  
Taylor Football Donor Grant Endowed Fund  
Taylor-Southeastern U.S. Scholarship Fund  
Taylor Student Organization Leadership Scholarship  
Taylor University Alumni Dependent Scholarship  
Taylor University Board of Trustees Assistance Fund  
Taylor University Parents Association Endowed Scholarship  
Jere L. Truex Memorial Endowed Scholarship  
Robert and Ruth Tyner Endowed Scholarship  
UPS Scholars Program  
Gus and Joan Vandermeulen Family Endowed Scholarship  
Voris Family Endowed Scholarship  
Wallace Family Scholarship  
Raymond and Vivian Watson Memorial Endowed Scholarship  
Naomi L. and Russell H. Weber Endowed Scholarship  
Sally R. Weber Memorial Endowed Scholarship  
Rev. and Mrs. Robert R. Weed Memorial Scholarship  
Rodah and Marshall Welch Endowed Scholarship  
John and Helen Wengatz Missionary Kid Scholarship  
Marjorie (MacKellar) and Percival Wesche Endowed Scholarship

Samuel L. Westerman Scholarship  
Jim Wheeler Memorial Fund  
White/Quinn Family Memorial Scholarship  
Richard E. Whitenack Memorial Scholarship  
Emil N. and Gertrude E. Winqvist Memorial Endowed Scholarship  
Sam and Grace Wolgemuth Endowed Scholarship  
The George and M. Patricia Yarian Annual and Endowed Scholarships  
Ernest M. and Alma M. Yerks Endowed Scholarship  
Daryl R. and Joenita K. Yost Student Endowed Scholarship  
Gladys I. Young Endowed Scholarship  
Daniel Yutzy Memorial Endowed Scholarship  
Gordon and Ruth Zimmerman Family Golf Scholarship

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**Federal Aid**

Anyone may apply for federal aid by completing the Free Application for Federal Student Aid (FAFSA).

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**Grants**

Anyone may apply for the following grants by completing the Free Application for Federal Student Aid (FAFSA):

- The Federal Pell Grant is based on financial need as determined by the FAFSA. It offers a maximum of \$4,050 per year (amount subject to change on a yearly basis).
- The Federal Supplemental Educational Opportunity Grant is based on financial need as determined by the FAFSA. It replaces the Taylor General Grant. A maximum of \$4,000 per year is provided.

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**Loans**

Anyone may apply for the following loans by completing the appropriate applications:

- The Federal Perkins Loan is based on financial need as determined by the FAFSA. It loans a maximum of \$1,500 per year according to financial need. Repayment begins nine months after the student leaves school. A 5 percent interest rate is charged. Taylor University awards the loan, which must be signed for every year it is received.
- The Subsidized Stafford Loan is a bank loan, and a separate application must be completed on-line at [www.tayloru.edu/upland/departments/financialaid/forms](http://www.tayloru.edu/upland/departments/financialaid/forms). To insure disbursement for the August payment, the on-line application must be completed by June 1. It is based on financial need as determined by the FAFSA. The loan provides a maximum of \$2,625 per year for freshmen, \$3,500 per year for sophomores, and \$5,500 per year for juniors and seniors, depending on financial need. Repayment begins six months after the student leaves school. This loan has a variable interest rate that is capped at 8.25 percent.

## **FINANCE**

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- The Unsubsidized Federal Stafford Loan is not based on financial need. Interest accrues from the date of disbursement and will be capitalized into the loan. Otherwise, it operates the same as a subsidized loan. It cannot exceed maximum loan limits when combined with a subsidized loan.
- The Federal PLUS (Parent Loan) is a bank loan, and a separate application must be completed on-line at [www.tayloru.edu/upland/departments/financialaid/forms](http://www.tayloru.edu/upland/departments/financialaid/forms). To insure disbursement for the August payment, the on-line application must be completed by June 1. It is not based on financial need and may not exceed the cost of attendance minus other aid. Repayment begins 60 days after the final disbursement of each academic year. Federal PLUS has a variable interest rate capped at 9 percent.

### **Work**

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Federal Work Study is based on financial need as determined by the FAFSA. Students are generally awarded a maximum of \$2,000 per year.

### **State Aid**

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Students from Indiana may qualify for the following:

- The 21st Century Scholarship is based on financial need as determined by the FAFSA. It provides a maximum of \$3,720 per year (amount subject to change on yearly basis).
- The Higher Education Grant is based on financial need as determined by the FAFSA. It provides a maximum \$3,679 per year (amount subject to change on yearly basis).
- The Freedom of Choice Grant is based on financial need as determined by the FAFSA. It offers a maximum of \$5,081 per year (amount subject to change on yearly basis).

The following states offer applicable state grants:

Pennsylvania, Massachusetts, Alaska, Rhode Island, and Vermont state grants are awarded to students even if they attend out-of-state colleges. These grants are based on financial need as determined by the FAFSA and/or on additional forms.

### Objectives of Student Affairs

Student Affairs is comprised of the offices of Admissions, Athletics, Financial Aid, and Student Development. The programs offered from these offices seek to insure and promote each student's sense of belonging and personal growth and development at Taylor University. Beginning with the recruitment of capable and coachable minds and hearts and culminating in a proactive career development program, each of the varied components of Student Affairs enhances the academic thrust of the university.

Student Affairs is committed to the following objectives, which are detailed as follows:

- To provide the environment, resources, and programs that maximize the potential for Christian students to grow in their understanding and expression of their Christian faith.
- To provide programs that promote ethnic and cultural understanding.
- To provide professional counseling and health care services for students.
- To create a Residence Life program that encourages personal growth and fosters the practice of the Life Together Covenant.
- To provide safe, attractive, and comfortable housing facilities for students.
- To provide wellness programs, experiences, and information that help students to live healthy and balanced lives.
- To provide a campus community that is safe and secure for students.
- To provide orientation services that will aid students in their transition to Taylor University and college life.
- To assist students with career planning that will result in professional preparation for placement.
- To insure a student body profile, both in numbers and quality, that is supportive of Taylor's strategic educational and institutional planning.
- To provide an intercollegiate athletic competition through which the student athlete can be developed, tested, and encouraged to achieve his/her maximum physical, emotional, intellectual, and spiritual potential.
- To provide leadership training opportunities and programs that enable students to mature in their calling as servant leaders.

### Athletics

The university recognizes and accepts the educational, social, and promotional impact the athletic program has on the institution and its constituency. Athletics is an integral part of the "whole person" education at Taylor University. The athletic program complements the institution in its mission of "educating men and women for lifelong learning and for ministering the redemptive love of Jesus Christ to a world in need."



## **STUDENT AFFAIRS**

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The total development of the student athlete is paramount in the organization and implementation of the athletic program. Participation in intercollegiate athletics provides an arena whereby the student athlete may be developed, tested, and encouraged to achieve maximum physical, emotional, intellectual, and spiritual potential. The goal, through competition, is to assist and support student athletes in their understanding of a Christian response to a fundamental human experience.

### **Intercollegiate Athletics**

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Intercollegiate sports for men include baseball, basketball, cross-country, football, golf, soccer, tennis, and track and field. Women compete in basketball, cross-country, soccer, softball, tennis, track and field, and volleyball.

### **National/Conference Affiliations**

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Taylor holds membership in the National Association of Intercollegiate Athletics (NAIA). The men and women compete in the Mid-Central Conference (MCC). The MCC consists of Bethel, Goshen, Grace, Huntington, St. Francis, Indiana Wesleyan, Marian, and Taylor—all Indiana colleges. Football competes in the Mid-State Football Association (MSFA).

### **Intramural Athletics Program**

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The Intramural Athletics Program, coordinated by Intercollegiate Athletics, provides a wide variety of activities for meeting the recreational and competitive needs of the entire Taylor student body. Team events include both a men's and a women's league for flag football, soccer, and basketball; coed leagues exist for volleyball and softball. Many other individual tournaments, such as pool, ping-pong, badminton, and racquetball, are held for both men and women.

Taylor's Intramural Athletics Program has extraordinarily high participation rates. For example, flag football alone has over 800 men and women participants each year. Residence hall competition has been the driving force behind these high numbers. Intramural sports have proven to be a great outlet from the pressures of college life and have developed into a great social activity for the majority of the student body.

## **Student Development**

In keeping with the mission of Taylor University, the purpose of Student Development is to provide the environment, resources, and programs which maximize the potential for student growth and the development of their relationship with Jesus Christ. This is achieved within the broader context of whole person education and takes place through structured developmental programs, formal counseling, informal student contact and support of and participation in the university's academic program. The programs of Student Development work cooperatively to fulfill the goal of enhancing the education of our students.

### **American Ethnic and International Student Programs**

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The purpose of the offices of American Ethnic and International Student Programs is to facilitate the academic success, spiritual development, and social well being of

American Ethnic and International students. The intention of these offices is to provide an environment in which students are offered support as well as advocacy relative to their unique concerns and are encouraged to engage in programs designed to affirm their ethnicity and cultural backgrounds. The offices also implement educational opportunities to promote diversity awareness throughout the campus community and cultivate reciprocal relationships with community leaders in order to establish student support linkages between local communities and Taylor University.

### **Campus Ministries**

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Campus Ministries is an integral part of Taylor's whole person education. The office of Campus Pastor oversees the chapel and discipleship programs. Chapel for the entire community is held three times a week during term. Spiritual renewal weeks as well as other special emphasis weeks are featured throughout the year. A campus wide vesper service is held each Sunday night. Bible teaching is central to all these gatherings. The discipleship ministry provides coordinators in each residence hall. These leaders encourage regular Bible reading, prayer and local church attendance among small groups which are formed on each floor.

### **Campus Safety**

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The Campus Safety Office provides a variety of services to the students, faculty, and staff of Taylor University. The university employs full- and part-time officers to provide 24-hour security and law enforcement services. The director of campus safety works in conjunction with local, state, and federal law enforcement agencies to ensure a safe campus environment. The Campus Safety Office also oversees the campus motor pool, identification card, lost and found, emergency telephone, motor vehicle registration, and parking programs. Taylor University complies with the Crime Awareness and Campus Security Act of 1990.

### **Career Development**

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The Career Development Office assists students in determining their career interests and broadening their awareness of the numerous opportunities available through a liberal arts education. Updated career and job information is available on corporations, chambers of commerce, Christian ministries, agencies, and public and private schools. Assistance is provided in developing skills for interviewing, writing resumes, establishing credential files and researching graduate schools and organizations. This office also assists students seeking internships and full-time employment by scheduling recruiters for campus visits. Job fairs, planned in conjunction with other Indiana liberal arts colleges, are available off campus.

### **Counseling Center**

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The Counseling Center offers students professional counseling services on a no-fee basis. Individual counseling, groups, workshops and educational programs are available. Care is given to approach all of life in the context of a biblical worldview. The Counseling Center is located on the lower level of the Rediger Auditorium in the Center for Student Development. Students are seen by appointment and also on an emergency basis. Referrals can also be made to other qualified Christian professionals in the area.

## **STUDENT AFFAIRS**

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### **Leadership Development**

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Taylor University has a long tradition of preparing servant leaders. This emphasis is born out of the mission statement and purposes of the university, in order to educate students for the purpose of ministering the redemptive love of Jesus Christ to a world in need.

The Office of Leadership Development provides all students with opportunities for leadership training and involvement. The Leadership Initiative of Taylor (LiT) is a four level program that encourages students to achieve leadership goals during the four-year college experience. LiT supports the cognitive, spiritual, emotional, physical, vocational, social and ethical development of students. Students are encouraged to combine their curricular and co-curricular experiences to integrate faith and learning in a holistic process. A student Leadership Development cabinet assists with planning on-campus leadership development opportunities as well as the National Student Leadership Conference.

Taylor University's distinctive model of leadership is rooted in John 13:3-17. As Jesus knelt to wash the feet of his disciples, he provided an indelible example for generations of leaders to follow. In order to lead, one must serve others. The towel given to each graduating senior during commencement ceremonies represents Taylor's distinctive emphasis on service. Taylor University presents a dynamic servant leadership model, empowering students to grow in their abilities even as alumni.

### **New Student Orientation**

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All incoming students are welcomed to the Taylor community as part of the orientation program. Summer Orientation provides all matriculated students and their parents an introduction to community life and a chance to meet administrators and faculty

Welcome Weekend begins the school year with social events and informative activities. Each new freshman student is placed in a small group led by an upperclass student. These PROBE (Providing Relevant Orientation for a Better Education) groups meet in conjunction with New Student Orientation class during the first eight weeks of each semester. Groups discuss relevant topics to ease the transition to college life and provide a support network for the Taylor community.

### **Residence Life**

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Taylor University is a residential campus with a strong emphasis on community living. The purpose of the Residence Life program is to provide safe, attractive, and comfortable physical facilities, structured educational programming, and an atmosphere conducive to unstructured learning experiences. In addition, Residence Life seeks to create an environment that fosters the basic values of Christian community. The residence halls serve as living-learning centers where students are challenged to grow and apply their faith through interaction with their neighbors. As living-learning centers, residence halls at Taylor are designed to fulfill two goals: the first is to provide a community living experience through which students are exposed to a variety of educational opportunities that transcend their chosen



courses; second, they provide the resources and professional staff necessary to assist students in developing a high degree of self-direction and responsible citizenship.

There are seven residence halls on campus that house 1452 students. The halls have different room and floor configurations, affording students the opportunity to choose a living environment that best suits them. Room assignments are made prior to the beginning of the fall term. Room and roommate preferences are honored within the limits of available space. The university reserves the right to assign rooms when deemed appropriate. Individual rooms are furnished with window coverings, beds, mattresses, desks, chairs, and dressers.

Each residence hall has a leadership team that includes the personnel assistants, discipleship coordinators, hall council, and a representative that serves on student senate. These student leaders are supervised by residence hall directors who work as educators, counselors, and as members of the Taylor University faculty.

### **Housing Information**

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Because Taylor University is a residential campus by design, all single undergraduate students must live in university owned housing or with their parent/legal guardian in their home. Students who have been admitted to Taylor University and have paid the \$200 matriculation fee will receive a residence hall application from the Center for Student Development. This material is to be completed and returned to the Center for Student Development before housing assignments will be made. Of the \$200 matriculation fee, \$50 serves as a housing deposit and is returned when the student leaves Taylor or cancels their acceptance (see refund policy). Charges for damage to residence hall property and other university-administered facilities are deducted from this housing deposit.

In order to accommodate the entire student body, it is sometimes necessary to supplement campus residential facilities. Off campus housing is considered overflow housing and is limited to the number of upper-class students who cannot be accommodated in the residence halls. The number of students approved to live off campus is dependant on projected enrollment and retention. Because these figures change from year to year, an application and approval process has been established. No student is guaranteed off campus approval but upper-class students who have met the eligibility requirements are given the opportunity to apply (in February of a given year) to live off campus the following year. Students living off campus are expected to abide by both the Biblical and university standards outlined in the Life Together Covenant.

Married students and students over the age of 25 are automatically approved to live off campus. They must arrange to do so through the Center for Student Development but may select housing that meets their particular needs. Any married student interested in living in a university owned apartment must make application to do so in the Center for Student Development.



## **STUDENT AFFAIRS**

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### **Student Programs**

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The Office of Student Programs at Taylor University provides dynamic student leadership experiences that cultivate faith, passion, calling, and service through relationships, learning, and excellent programs. The philosophy of our office is founded in the desire to develop thoughtful, Christ-centered leaders. Programs encourage whole-person student learning and are marked by educational out-of-the-class experiences that connect with and complement in-class experiences. Events build campus community through fun and meaningful activities that create a common context of experiences and values. Student leaders represent diverse needs and concerns to the Taylor University community and engage in collaborative efforts to address those issues. Our goal is to produce students who are equipped to engage the culture as passionate world-transformers according to their calling in Christ.

### **Taylor Student Organization**

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The Director of Student Programs and the Student Body President provides the leadership for the Taylor Student Organization (TSO). Through innovative and educational opportunities, activities and services TSO addresses diverse student needs, encourages whole-person learning and builds community. TSO is comprised of approximately 100 students serving in the following areas: Office of the Student Body President, Press Services Board, Global Ethnic and Social Issues Office, Integration of Faith & Culture Programs, Leadership Development Cabinet, Community Life Board, Student Senate, Student Services Board, Office of Finance, Student Activities Council, and Inter-class Council.

### **Student Clubs**

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Student clubs exist to provide a wide array of co-curricular experiences that meet social, academic, and practical needs of the Taylor University community. Clubs range from academic (Psychology, Social Work, Environmental Science, Art, German, and Pre-Med) to activity-oriented (Horsemanship, Lacrosse, and Fellowship of Christian Athletes). Students who have special interests not represented on campus are encouraged to seek club status through the Student Senate approval process.

### **Taylor World Outreach**

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Taylor World Outreach (TWO) emphasizes practical experience in ministry and leadership. Seven student-led departments are committed to leadership development and outreach: Community Outreach, Habitat for Humanity, Lighthouse (sponsoring January interterm mission trips), Taylor Christian Artists, World Christian Fellowship, World Opportunities Week, and Youth Conference.

### **Health Services**

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Taylor University Health Services is staffed with three full-time and two part-time nurses, as well as contracting with a local hospital for physician services on campus nine hours a week. The facility is equipped with seven beds to accommodate short-term, non-overnight observation. A full-time student pays a health service fee each semester and January interterm. This fee may be waived only if the student is married, a commuter, or studying away from campus. In order for this fee to be

removed from the bill of the eligible student, a waiver must be obtained from Health Services and signed by the end of the second week of classes each semester. No health services are offered to summer school students. Students are responsible for notifying their professors when class is missed due to illness. The Health Service staff will not issue written, excused absences.



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**Dwight Jessup**, Vice President for Academic Affairs and Dean of the University

**Wynn A. Lembright**, Vice President for Student Affairs

**Ronald B. Sutherland**, Vice President for Business and Finance

### Associate Vice Presidents

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**Christopher P. Bennett**, Associate Vice President for Academic Affairs and Dean of the Upland Campus

**Steven Brogan**, Associate Vice President for Human Resources

**Walter E. Campbell**, Associate Vice President for Student Development and Dean of Students

**Jennifer Dickey**, Associate Vice President and Controller

**Joyce E. Helyer**, Associate Vice President for Development

**Stephen R. Mortland**, Associate Vice President for Enrollment Services

## Academic Administration

**Dwight Jessup**, Vice President for Academic Affairs and Dean of the University

**Christopher P. Bennett**, Associate Vice President for Academic Affairs and Dean of the Upland Campus

**Ronald M. Sloan**, Associate Vice President for Academic Affairs and Dean of the Fort Wayne Campus

**Deborah A. Kim**, Coordinator of Off-Campus Programs and Special Assistant to the VP for Academic Affairs

**LaGatha Adkison**, University Registrar

**Daniel Howell**, University Librarian

### Division of Business

---

**James Coe**, Associate Dean and Chair; Business, Accounting, and Economics Department

### Division of Education

---

**Donald Taylor**, Associate Dean

**Carl Siler**, Director of Teacher Education

**Cynthia Tyner**, Chair, Education Department

**Donald Taylor**, Chair, Physical Education and Human Performance Department

# UNIVERSITY DIRECTORY

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## Division of Fine and Applied Arts

---

**Jessica Rousselow-Winquist**, Associate Dean

**Janice Pletcher**, Chair, Communication Arts Department

**Albert Harrison**, Chair, Music Department

**Rachel Smith**, Chair, Visual Arts Department

## Division of General Studies and Academic Support

---

**Thomas Jones**, Associate Dean for General Education

**R. Edwin Welch**, Director of Academic Support Services

**Gerald Friesen**, Director of Academic Technology

**Billie Manor**, Director of Academic Enrichment Center

**Daniel Howell**, Director of Zondervan Library

## Division of Letters

---

**Faye Chechowich**, Associate Dean

**Michael Harbin**, Chair, Biblical Studies, Christian Education, and Philosophy Department

**Nancy Dayton**, Chair, English Department

**Janet Loy**, Chair, Modern Languages Department

## Division of Natural Sciences

---

**William Klinger**, Associate Dean

**John Moore**, Chair, Biology Department

**Daniel Hammond**, Chair, Chemistry Department

**William Toll**, Chair, Computing and System Sciences Department

**E. Richard Squiers**, Chair, Earth and Environmental Sciences Department

**Mark Colgan**, Chair, Mathematics Department

**Robert Davis**, Chair, Physics Department

## Division of Social Sciences

---

**R. Phillip Loy**, Associate Dean

**Roger Jenkinson**, Chair, Geography Department

**Thomas Jones**, Chair, History Department

**Stephen Hoffmann**, Chair, Political Science Department

**Mark Cosgrove**, Chair, Psychology Department

**Twyla Lee**, Chair, Social Work Department

**Steven Bird**, Chair, Sociology Department

## Student Affairs Administration

**Wynn A. Lembright**, Vice President for Student Affairs

**Walter E. Campbell**, Associate Vice President for Student Development and Dean of Students

**David B. Bireline**, Director of Athletics

**Stephen R. Mortland**, Associate Vice President for Enrollment Services

**Timothy A. Nace**, Director of Financial Aid and Assistant to the Vice President for Student Affairs

## Faculty

### Faculty of Instruction

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*The year appearing immediately after each name indicates the first year of full-time faculty service at Taylor.*

**Solomon Abebe**, 2000. Associate Professor of Education. BA, Goshen College, 1979; MS, Eastern New Mexico University, 1982; PhD, New Mexico State University, 1987.

**Scott A. Adams**, 2000. Assistant Professor of Business. BA, Otterbein College, 1991; MA, University of Toledo, 1999.

**H. Leon Adkison**, 1974. Professor of Systems and Ronald McDaniel Chair of Computing and System Sciences. BS, Texas Christian University, 1964; MS, Texas Christian University, 1968; PhD, Texas Christian University, 1970.

**Felix Aguilar**, 1999. Associate Professor of Computing and System Sciences. BS, Virginia Polytechnic Institute and State University, 1967; MS, Virginia Polytechnic Institute and State University, 1969; MS, Virginia Polytechnic Institute and State University, 1973; PhD, Virginia Polytechnic Institute and State University, 1976.

**Alexandria J. Armstrong**, 1997. Associate Professor of Education. AA, San Diego Mesa College, 1980; BA, San Diego State University, 1982; MA, San Diego State University, 1983; EdD, University of Northern Colorado, 1988.

**Beulah P. Baker**, 1979. Professor of English. BA, Spring Arbor College, 1967; MA, Michigan State University, 1969; PhD, Michigan State University, 1976.

**Janet K. Baker**, 1998. Assistant Professor of Business. BA, Anderson University, 1984; MS, Indiana Wesleyan University, 1987.

**Eleanor A. Barrick**, 1990. Professor of Modern Languages. BA, Texas Tech University, 1961; MA, Texas Tech University, 1966; PhD, University of Illinois, 1971.

**L. William Bauer**, 1984-85, 1986-92, 1997. Assistant Professor of Physical Education and Human Performance. BS, Taylor University, 1981; MA, Ball State University, 1984.

**Stephen S. Bedi**, 1991. Provost. Professor of Education. BS,<sup>ms</sup> Taylor University, 1965; MEd, University of Maryland, 1970; EdD, George Washington University, 1982.



## UNIVERSITY DIRECTORY

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**Ronald M. Benbow**, 1987. Associate Professor of Mathematics. BA, Marion College, 1973; MAE, Ball State University, 1977; PhD, Indiana University, 1996.

**Robert P. Benjamin**, 1979. Associate Professor of Accounting. BSBA, Bowling Green State University, 1962; MBA, University of Michigan, 1964; MAcc, Florida State University, 1974.

**Christopher P. Bennett**, 1989. Associate Vice President for Academic Affairs and Dean of the Upland Campus, Professor of Business. BS, University of Oregon, 1971; MBA, University of California at Los Angeles, 1974; PhD, The Union Institute, 1998.

**Barbara J. Bird**, 2001. Instructor of English. BA, Taylor University, 1999; MA, Ball State University, 2001; additional graduate studies at Ball State University.

**Steven P. Bird**, 1993. Professor of Sociology. BS, Boise State, 1986; MA, University of Washington, 1990; PhD, Purdue University, 1993.

**David B. Bireline**, 1997. Assistant Professor of Physical Education and Human Performance. BA, Seattle Pacific University, 1982; MEd, Seattle Pacific University, 1987.

**Larry L. Blakely**, 1998. Assistant Professor of Art. BFA, Ball State University, 1988; MFA, Southern Illinois University, 1991.

**Daniel J. Howell**, 2000. University Librarian and Director of the Zondervan Library, Associate Professor. BA, Western Kentucky University, 1973; MA, Western Kentucky University, 1978; MA, Northern Illinois University, 1984.

**S. Stefan Brandle**, 1999. Associate Professor of Computing and System Sciences. BA, Wheaton College, 1986; MS, Illinois Institute of Technology, 1992; PhD, Illinois Institute of Technology, 1998.

**Stanley L. Burden**, 1966. Professor of Chemistry. BS, Taylor University, 1961; PhD, Indiana University, 1966.

**Timothy J. Burkholder**, 1970. Professor of Biology. BA, Taylor University, 1963; MS, The Ohio State University, 1965; PhD, The Ohio State University, 1970.

**Jeremy S. Case**, 1995. Associate Professor of Mathematics. BA, Taylor University, 1987; MA, Miami University (OH), 1989; MS, PhD, University of Minnesota, 1995.

**J. Daryl Charles**, 1997. Associate Professor of Biblical Studies. BS, West Chester State University, 1972; MA, Southern California College, 1985; PhD, Catholic University of America/Westminster Theological Seminary, 1991.

**Faye E. Chechowich**, 1989. Associate Professor of Christian Education. BA, Taylor University, 1974; MRE, Trinity Evangelical Divinity School, 1988; PhD, Indiana University, 1999.

**James G. Coe**, 1983. Associate Professor of Business. BS, Indiana University, 1972; MS, National College of Education, 1981; additional graduate studies, Oxford University and Regent University.

**Mark D. Colgan**, 1992-98, 1999. Professor of Mathematics. BA, Anderson University, 1985; MA, Indiana University, 1988; PhD, Indiana University, 1991.

**Dana L. Collins**, 1992. Associate Professor of Music. BM, University of Toronto, 1976; MM, California State (Fullerton), 1980; DMus, Indiana University, 2002.

- Jennifer L. Collins**, 2003. Instructor of Missions. Director of Lighthouse Programs. BS, Taylor University, 1989; MAR, Trinity Evangelical Divinity School, 2000.
- Philip J. Collins**, 1999. Assistant Professor of Christian Education. BA, Taylor University, 1982; MA, Trinity Evangelical Divinity School, 1993; additional graduate studies, Purdue University.
- Kenneth B. Constantine**, 2003. Professor of Mathematics. BS, Eastern Nazarene College, 1977; MS, Purdue University, 1979; PhD, Purdue University, 1981.
- Winfried Corduan**, 1977. Professor of Philosophy and Religion. BS, University of Maryland, 1970; MA, Trinity Evangelical Divinity School, 1973; PhD, Rice University, 1977.
- Mark P. Cosgrove**, 1976. Professor of Psychology. BA, Creighton University, 1969; MS, Purdue University, 1971; PhD, Purdue University, 1973.
- Jeffry P. Cramer**, 1998. Assistant Professor of Computing and System Sciences. BS, Taylor University, 1990; MS, Indiana University, 1998; additional graduate studies, Purdue University.
- Robert E. Davis**, 1995. Associate Professor of Physics. BS, Illinois State University, 1976; MS, Purdue University, 1982; PhD, Purdue University, 1988.
- Nancy C. Dayton**, 1988. Professor of English. BA, Indiana Wesleyan University, 1985; MA, Indiana University, 1987; PhD, Miami University (OH), 1996.
- Matthew E. DeLong**, 1998. Associate Professor of Mathematics. BA, Northwestern University, 1993; MS, University of Michigan, 1996; PhD, University of Michigan, 1998.
- Timothy C. Diller**, 1981. Professor of Computing and System Sciences. BA, Taylor University, 1962; MDiv, Fuller Theological Seminary, 1965; MA, University of California at Los Angeles, 1967; PhD, University of California at Los Angeles, 1971.
- Theodore M. Dorman**, 1988. Professor of Biblical Studies. BA, Lewis and Clark College, 1969; MDiv, Fuller Theological Seminary, 1973; PhD, Fuller Theological Seminary, 1983.
- Donna J. Downs**, 2001. Assistant Professor of Communication Arts. BA, Indiana University, 1980; MA, Ball State University, 1988; additional graduate studies, Ball State University.
- Diane E. Dungan**, 2000. Assistant Professor of Psychology. BA, Indiana University, 1993; PhD, Texas Tech University, 2001.
- Lee E. Erickson**, 1979. Professor of Economics. BA, University of Washington, 1968; MA, University of Washington, 1970; PhD, The University of Michigan, 1975.
- Theodore J. Ewing**, 2003. Visiting Assistant Professor Christian Education. BA, Indiana University of Pennsylvania, 1979 MABS, International School of Theology, 1987; MDiv, International School of Theology, 1990; PhD, Andrews University, 1996.

## UNIVERSITY DIRECTORY

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**L. Angela Fincannon**, 1992. Associate Professor of Physical Education and Human Performance. BS, Ball State University, 1983; MA, Ball State University, 1989; additional graduate studies, Ball State University.

**Gerald W. Friesen**, 2002. Director of Academic Technology, Assistant Professor. BS, Taylor University, 1975; MA, Miami University, 1977.

**Jonathan G. Geisler**, 2002. Assistant Professor of Computing and System Sciences. BS, Taylor University, 1994; MS, Northwestern University, 1999; PhD, Northwestern University, 2003.

**Michael D. Guebert**, 1999. Professor of Geology and Environmental Science. BS, University of Illinois, 1985; MS, University of Illinois, 1988; PhD, Penn State University, 1991.

**David J. Gyertson**, 2000. President and Professor. BA, Spring Arbor College, 1969; PhD, Michigan State University, 1981.

**Daniel G. Hammond**, 1981. Professor of Chemistry. BA, Bethel College (IN), 1973; PhD, Wayne State University, 1981.

**Michael A. Harbin**, 1993. Professor of Biblical Studies. BS, U.S. Naval Academy, 1969; ThM, Dallas Theological Seminary, 1980; ThD, Dallas Theological Seminary, 1988; MA, California State University, 1993.

**Cathy J. Harner**, 1992. Professor of Social Work. BS, Philadelphia College of Bible, 1978; MSW, Indiana University, 1984; PhD, University of Illinois, 1991.

**Albert D. Harrison**, 1978. Professor of Music. BM, Virginia Commonwealth University, 1973; MS, University of Illinois, 1978; EdD, University of Illinois, 1986.

**Leon A. Harshenin**, 1998. Associate Professor of Music. BA, Dominican College of San Rafael, 1981; BM, The Juilliard School, 1984; MM, The Juilliard School, 1985; DMA, University of Michigan, 1998.

**Erik S. Hayes**, 1998. Assistant Professor of Physical Education and Human Performance. BA, Asbury College, 1996; MS, Indiana State University, 1997.

**Barbara A. Heavilin**, 1991. Associate Professor of English. BA, Marion College, 1958; MA, Virginia Polytechnic Institute and State University, 1970; PhD, Ball State University, 1984.

**Larry R. Helyer**, 1979. Professor of Biblical Studies. BA, Biola College, 1965; MDiv, Western Conservative Baptist Seminary, 1968; PhD, Fuller Theological Seminary, 1979.

**Kathryn A. Herrmann**, 1998. Assistant Professor of Art. BS, Taylor University, 1976; MA, Ball State University, 1998.

**Timothy W. Herrmann**, 1978. Assistant Professor of Psychology. BA, Taylor University, 1975; MA, The Ohio State University, 1977.

**William A. Heth**, 1987. Professor of Biblical Studies. BA, University of Michigan, 1974; ThM, Dallas Theological Seminary, 1982; ThD, Dallas Theological Seminary, 1986.

**Stephen P. Hoffmann**, 1976-77, 1981. Professor of Political Science. BA, Rutgers University, 1968; PhD, Princeton University, 1976.



- William C. Holmes**, 1999. Assistant Professor of Physics. BS, Southern Nazarene University, 1994; PhD, Washington State University, 1999.
- Christopher A. Holtmann**, 1999. Instructor of Physical Education and Human Performance. BA, Taylor University, 1994; MA, Ball State University, 2000.
- Oliver F. Hubbard, Jr.**, 1976. Professor of Communication Arts. BA, Asbury College, 1968; MA, University of Kentucky, 1972; PhD, Kent State University, 1980.
- Roger L. Jenkinson**, 1965. Professor of Geography. BS, Taylor University, 1960; MA, Ball State University, 1962; EdD, Oklahoma State University, 1974.
- Dwight Jessup**, 1993. Vice President for Academic Affairs and Dean of the University, Professor of History and Political Science. BA, Bethel College (MN), 1960; MA, University of Minnesota, 1965; PhD, University of Minnesota, 1978.
- Michael M. Jessup**, 1996. Professor of Sociology. BA, Idaho State University, 1985; MS, Iowa State University, 1987; PhD, Southern Illinois University, 1992.
- Thomas G. Jones**, 1988. Associate Professor of History. BA, Taylor University, 1971; MA, University of Notre Dame, 1976; EdD, Ball State University, 1998.
- Dale S. Keller**, 2000. Associate Professor of Communication Arts. BS, Arizona State University, 1976; MDiv, Fuller Theological Seminary, 1979; MA, Wheaton College, 1985; PhD, University of Kansas, 1995.
- Kenneth A. Kiers**, 1998. Associate Professor of Physics. BS, McMaster University, 1991; PhD, University of British Columbia, 1996.
- Patricia E. Kirkpatrick**, 1982. Academic Enrichment Center, Associate Professor. BS, Bethel College (IN), 1963; MS, Indiana University, 1974; additional graduate studies, Ball State University and Indiana University.
- Joan F. Kitterman**, 1994. Professor of Education. BS, Ball State University, 1973; MAE, Ball State University, 1976; EdD, Ball State University, 1984.
- William R. Klinger**, 1989. Professor of Mathematics. BS, Taylor University, 1961; MS, The Ohio State University, 1967; PhD, The Ohio State University, 1973.
- Donald N. Knudsen**, 1994. Associate Professor of Marketing. BA, Taylor University, 1964; MBA, Rutgers University, 1972; additional graduate studies, Touro International University.
- Rita D. Koch**, 1992. Assistant Professor of Modern Languages. BA, Grace College, 1966; MA, Ball State University, 1992; additional graduate studies, Purdue University.
- Tena M. Krause**, 1989. Associate Professor of Physical Education and Human Performance. BS, Greenville College, 1980; MS, Eastern Illinois University, 1988; MA, Ball State University, 1996.
- LeRoy C. Kroll**, 1979. Professor of Chemistry. BA, Lafayette College, 1969; PhD, Michigan State University, 1974.
- Keith A. Kunda**, 2003. Visiting Assistant Professor of Music. BS, Case Western Reserve University, 1977; MAR, Asbury Theological Seminary, 1982; additional graduate studies, Ball State University.



## UNIVERSITY DIRECTORY

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**Linda J. Lambert**, 2001. Reference and Instructional Services Librarian, Associate Professor. BA, DePauw University, 1975; MLS, Indiana University, 1978; MA, Wheaton College, 1987.

**Robert F. Lay**, 1995. Associate Professor of Christian Education. BA, University of North Carolina at Charlotte, 1978; MA, University of North Carolina at Charlotte, 1982; MA, Gordon-Conwell Theological Seminary, 1986; EdD, Presbyterian School of Christian Education, 1991.

**Twyla F. Lee**, 1993. Associate Professor of Social Work. BA, Bethel College (MN), 1974; MSW, Washington University, 1976.

**Janet C. Loy**, 1971. Associate Professor of Modern Languages. BA, Indiana University, 1965; MAT, Indiana University, 1969; additional graduate studies, Indiana University and Université du Québec, Chicoutimi.

**R. Philip Loy**, 1964. Professor of Political Science. BA, Taylor University, 1962; MA, Indiana University, 1964; additional graduate studies, Indiana University.

**Joe W. Lund**, 1973. Professor of Psychology. BA, Grace College, 1972; MA, Ball State University, 1973; PhD, Indiana University, 1981.

**Angia E. Macomber**, 1999. Instructor of Education. BA, University of Iowa, 1986; MEd, Rutgers University, 1988; BA, University of Kansas, 1990; PhD, Michigan State University, 2003.

**Vance E. Maloney**, 1981. Professor of Psychology. BA, Cedarville College, 1979; MA, Ball State University, 1981; PhD, Ball State University, 1989.

**Billie J. Manor**, 1980. Director of Academic Enrichment Center, Associate Professor. BS, Ball State University, 1972; MA, Ball State University, 1976.

**Jeffrey W. Marsee**, 1987-90, 1994. Associate Professor of Physical Education and Human Performance. BA, Carson-Newman College, 1983; MA, Western Michigan University, 1984.

**Edward P. Meadors**, 1995. Associate Professor of Biblical Studies. BA, Wheaton College, 1986; MA, Wheaton College Graduate School, 1988; PhD, The University of Aberdeen, Scotland, 1993.

**Pamela L. Medows**, 1997. Associate Professor of Education. BS, Indiana Wesleyan University, 1972; MAE, Ball State University, 1992; EdD, Ball State University, 1997.

**Christopher D. Meerdink**, 2002. Assistant Professor of Music. BM, Houghton College, 1993; MM, Bowling Green State University, 1999; DMA, University of Michigan, 2002.

**Elizabeth B. Messer**, 1988. Associate Professor of Modern Languages. BA, Trinity College, 1978; MA, Florida State University, 1984; PhD, Florida State University, 1989.

**Stephen C. Messer**, 1990. Professor of History. BA, Trinity College, 1977; MA, Florida State University, 1982; MS, Florida State University, 1984; PhD, Florida State University, 1987.

**Hadley T. Mitchell**, 1993. Associate Professor of Economics. BA, Houghton College, 1969; MBA, University of Colorado, 1975; MAR, Westminster

Theological Seminary, 1980; MA, Villanova University, 1984; MA, University of Tennessee, 1985; PhD, University of Tennessee, 1993.

**Scott L. Moeschberger**, 2002. Visiting Instructor of Psychology. BS, Taylor University, 1997; MA, Trinity Evangelical Divinity School, 2000; additional graduate studies, Ball State University.

**Lorne R. Mook**, 2001. Instructor of English. BS, Taylor University, 1987; MFA, University of Maryland, 1994; additional graduate studies, University of Cincinnati.

**Craig W. Moore**, 1979. Associate Professor of Art. BS, Taylor University, 1971; MA, Ball State University, 1975.

**John M. Moore**, 1992. Professor of Biology. BS, Taylor University, 1972; MA, Ball State University, 1978; EdD, Ball State University, 1989.

**Rebecca S. Moore**, 1990. Director of Teacher Certification, Instructor of Education. BS, Taylor University, 1966; MA, Ball State University, 1973.

**Mary N. Muchiri**, 2001. Visiting Professor of English. BA, University of Nairobi, 1969; MEd, The Victoria University of Manchester, 1981; PhD, The University of Lancaster, 1994.

**Steven J. Oberg**, 2002. Electronic Resources Librarian, Assistant Professor. AB, University of Illinois, 1990; MSLIS, University of Illinois, 1991.

**Richard A. Parker**, 1974. Professor of Music. BS, Wittenberg University, 1966; MA, The Ohio State University, 1970; PhD, The Ohio State University, 1974.

**Paul W. Patterson**, 1979. Associate Professor of Physical Education and Human Performance. BS, Hanover College, 1964; MS, Central Missouri State, 1965; additional graduate studies, Morehead State University.

**Sonya S. Paul**, 2003. Visiting Instructor of Communication Arts. BS, Ball State University, 1983; MA, Ball State University, 1997.

**Roger W. Phillips**, 1982. Reference Librarian, Associate Professor. BIE, General Motors Institute, 1967; MDiv, Trinity Evangelical Divinity School, 1970; MLS, Emporia State University, 1976.

**Janice L. Pletcher**, 1992. Assistant Professor of Communication Arts. BS, Ball State University, 1974; MA, Ball State University, 1976; additional graduate studies, Ball State University.

**Jan M. Reber**, 1994. Associate Professor of Biology. BA, Taylor University, 1989; MS, Purdue University, 1991; PhD, Purdue University, 1994.

**Robert T. Reber**, 1996. Director of Laboratories/Technician in Earth and Environmental Science Department, Instructor. BS, University of Illinois, 1989; MSF, Purdue University, 1991; additional graduate studies, Purdue University.

**JoAnn K. Rediger**, 1996. Associate Professor of Music. BS, Taylor University, 1971; MMed, James Madison University, 1981; DA, Ball State University, 1994.

**Jeffrey L. Regier**, 1999. Associate Professor of Biology. BA, Taylor University, 1988; PhD, Michigan State University, 1993.

**Joseph M. Rieke**, 2001. Professor of English. AA, Central Arizona College, 1971; BA, Nyack College, 1977; MA/PhD, Rice University, 1982.

**William C. Ringenberg**, 1967. Professor of History. BS, Taylor University, 1961; MAT, Indiana University, 1964; PhD, Michigan State University, 1970.

## UNIVERSITY DIRECTORY

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- Patricia C. Robertson**, 1998. Associate Professor of Music. BS, University of Maine, 1977; MM, Ball State University, 1989; DA, Ball State University, 1998.
- Joe W. Romine**, 1972-76, 1981. Professor of Physical Education and Human Performance. BS, Taylor University, 1970; MA, Ball State University, 1976; EdD, Ball State University, 1986.
- Paul E. Rothrock**, 1981. Professor of Environmental Science and Biology. BA, Rutgers University, 1970; MS, Pennsylvania State University, 1973; PhD, Pennsylvania State University, 1976.
- Jessica L. Rousselow-Winquist**, 1967. Professor of Communication Arts. BA, Northwestern College, 1962; MA, University of Minnesota, 1965; PhD, University of Minnesota, 1980.
- Thomas D. Satterlee**, 2000. Assistant Professor of English. BA, Houghton College, 1989; MA, State University of New York Brockport, 1994, MFA, University of Arkansas, 1998.
- Carl R. Siler**, 1996. Associate Professor of Education. BS, Indiana University, 1969; MAT, Indiana University, 1971; EdD, Ball State University, 1985.
- Dan P. Smith**, 1992. Director of Chemistry and Physics Laboratories, Assistant Professor. BA, Taylor University, 1964; MAT, Washington University, 1969; additional graduate studies, Washington University.
- David E. Smith**, 2003. Visiting Assistant Professor of Philosophy and Religion. BA, Calvary Bible College, 1984; MA, Liberty University, 1988; MA, Temple University, 1998; PhD, Temple University, 1998.
- Rachel Hostetter Smith**, 1998. Professor of Art and Gilkison Family Chair in Art History. BA, Michigan State University, 1981; MA, Michigan State University, 1991; PhD, Indiana University, 1996.
- Richard G. Smith**, 2001. Assistant Professor of Biblical Studies. BSA, University of Arkansas, 1988; ThM, Dallas Theological Seminary, 1996; PhD, University of Cambridge, 2000.
- Stephen J. Snyder**, 1982. Professor of Psychology. BA, Cedarville College, 1980; MA, Trinity Evangelical Divinity School, 1982; PhD, Indiana University, 1991.
- James S. Spiegel**, 1993. Professor of Philosophy and Religion. BS, Belhaven College, 1985; MA, The University of Southern Mississippi, 1988; PhD, Michigan State University, 1993.
- E. Richard Squiers**, 1976. Professor of Environmental Science and Biology. BA, State University of New York at Binghamton, 1970; MS, Rutgers University, 1973; PhD, Ohio University, 1976.
- Amy M. Stucky**, 1997. Assistant Professor of Physical Education and Human. BA, Taylor University, 1992; MA, Ball State University, 1998.
- Paul A. Susan**, 1997. Assistant Professor of Social Work. BA, Asbury College, 1973; MS, Michigan State University, 1974; MSW, Michigan State University, 1980.
- Marvin L. Tapp**, 2001. Assistant Professor of Business. BBA, Harding University, 1982; MBA, St. Francis University, 1997.



**Donald L. Taylor**, 1991. Professor of Physical Education and Human Performance. BS, Lock Haven University, 1972; MS, Springfield College, 1979; EdD, Penn State University, 1992.

**William E. Toll**, 1990. Professor of Computing and System Sciences. BA, Taylor University, 1971; MS, Purdue University, 1975; MS, University of Kentucky, 1989; PhD, University of Kentucky, 1998.

**Daniel R. Treber**, 2002. Associate Professor of Modern Languages. BA, Earlham College, 1986; MA, Yale University, 1990; PhD, Yale University, 1995.

**Cynthia A. Tyner**, 1996. Associate Professor of Education. BS, Taylor University, 1976; MA, Ball State University, 1978; EdD, Ball State University, 1996.

**Henry D. Voss**, 1994. Professor of Physics and Research. BS, Illinois Institute of Technology, 1972; MS, University of Illinois at Urbana, 1974; PhD, University of Illinois at Urbana, 1977.

**Colleen A. Warren**, 1992. Professor of English. BA, Olivet Nazarene University, 1981; MA, University of Florida, 1987; PhD, University of Florida, 1992.

**R. Edwin Welch**, 1992. Coordinator of Academic Support Services, Associate Professor. BS, Marion College, 1985; MS, Indiana University, 1991; PhD, Indiana University, 1997.

**Andrew P. Whipple**, 1984. Professor of Biology. BS, The Ohio State University, 1971; BA, Taylor University, 1999; MS, State University of New York at Albany, 1974; PhD, State University of New York at Albany, 1979.

**Arthur J. White**, 1984. Professor of Computing and System Sciences. BS, Christian Heritage College, 1979; MS, Ball State University, 1981; MA, Ball State University, 1984; EdD, Ball State University, 1985.

**C. Stephen Wilt**, 1994. Assistant Professor of Physical Education and Human Performance. BA, Shepherd College, 1966; MS, West Virginia University, 1969.

**Alan H. Winkist**, 1974. Professor of History. BA, Wheaton College, 1964; MAT, Northwestern University, 1965; PhD, New York University, 1976.

**Larry E. Winterholter**, 1979. Associate Professor of Physical Education and Human Performance. BS, Taylor University, 1964; MS, Illinois State University, 1965; additional graduate studies, University of Illinois and Ball State University.

**Laurie J. Wolcott**, 1983. Technical Services Librarian, Associate Professor. BS, Taylor University, 1980; MLS, Ball State University, 1984; MA, Christian Theological Seminary/Butler University, 1993.

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### Student Affairs Faculty

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**Steve Austin**, 1995. Director of Student Programs, Instructor. BS, Taylor University, 1995; MA, Ball State University, 2002.

**Walter E. Campbell**, 1969. Associate Vice President for Student Development and Dean of Students, Assistant Professor. BS, Taylor University, 1964; MA, Ball State University, 1968.

**Caryn P. Grimstead**, 1999. Residence Hall Director, Instructor. BA, Taylor University, 1996; MA, Trinity Evangelical Divinity School, 1999.



## UNIVERSITY DIRECTORY

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**Randall J. Gruendyke**, (2002) Campus Pastor, Instructor. BA, Wheaton College, 1982; MDiv, Talbot School of Theology, 1987.

**Michael D. Hammond**, (1999) Director of Leadership Development, Instructor. BA, Taylor University, 1992; MA, Wheaton College, 2002.

**Lori R. Holtmann**, 1995. Associate Dean of Students and Director of Residence Life Services, Assistant Professor. BA, Gordon College, 1992; MA, Ball State University, 1993.

**James Kim**, 2000. Residence Hall Director, Instructor. BA, Wheaton College, 1994; MDiv, Covenant Theological Seminary, 2000.

**Wynn A. Lembright**, 1983. Vice President for Student Affairs, Assistant Professor. BS, Toledo University, 1964; MDiv, Asbury Seminary, 1970; ThM, Princeton Theological Seminary, 1972.

**J. Lawrence Mealy**, 1988. Associate Dean of Students and Director of Career Development, Assistant Professor. BA, Marion College, 1970; MAR, Asbury Theological Seminary, 1975; additional graduate studies, Oklahoma State University.

**Jennifer Moeschberger**, 2000. Residence Hall Director, Assistant Professor. BA, Taylor University, 1996; MA, Trinity Evangelical Divinity School, 1999.

**Steve Morley**, 2002. Residence Hall Director, Instructor. BA, Taylor University, 2000; MA, Ball State University, 2002.

**Timothy A. Nace**, 1987. Director of Financial Aid and Assistant to the Vice President for Student Affairs, Assistant Professor. BA, Houghton College, 1979; MS, State University of New York College at Buffalo, 1981.

**Robert Neideck**, 2001. Director of Counseling Center, Instructor. BA, Taylor University, 1982; MA, Ball State University, 1985.

**Mary G. Rayburn**, 1991. Director of Student Ministries, Assistant Professor. BA, Furman University, 1982; MDiv, Southern Baptist Theological Seminary, 1986.

**Michael E. Row**, 1986-90, 1992. Director of Campus Safety, Assistant Professor. BS, Ball State University, 1991; MA, Ball State University, 1994.

**Anna Snow**, 2000. Residence Hall Director, Instructor. BA, Taylor University, 1998; MEd, University of Toledo, 2000.

**Coein S. Trudeau**, 1999. Associate Dean of Students and Director of Residence Life Programs, Associate Professor. BA, John Brown University, 1985; MSE, SUNY College at Buffalo, 1987; EdD, Indiana University, 1999.

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### Emeriti Faculty

**Ray E. Bullock**, Professor of Art, 1966-1991

**Joe Burnworth**, Professor of Education, 1969-2000

**Hazel E. Carruth**, Professor of English, 1946-1978

**Mildred S. Chapman**, Professor of Education, 1956-1961, 1975-1991

**Barbara C. Dickey**, Professor of Music, 1961-2003

**Edward E. Dinse**, Associate Professor of English, 1970-1992

**Richard Dixon**, Professor of Modern Languages, 1982-2002

- Frances W. Ewbank**, Professor of English, 1964-1982
- William Ewbank**, Professor of Mathematics, 1964-1987
- William A. Fry**, Professor of English, 1978-1998
- Richard W. Gates**, Associate Professor of Health, Physical Education, and Recreation, 1969-1991
- George A. Glass**, Associate Professor of Physical Education 1960-1999
- Carl E. Gongwer**, Associate Professor of Spanish, 1966-1988
- Robert V. Gortner**, Professor of Business, 1980-1995
- Paul M. Harms**, Associate Professor of Mathematics, 1971-1997
- George W. Harrison**, Professor of Biology, 1978-1994
- David D. Hess**, Associate Professor of Education, 1967-1997
- M. Jane Hodson**, Associate Professor of Education, 1966-1997
- Alice K. Holcombe**, Associate Professor of Library, 1946-1950, 1952-1983
- Dale M. Jackson**, Professor of Communication Arts, 1966-2000
- Jay Kesler**, President Emeritus, 1985-2000; Chancellor 2000-2003
- Charles B. Kirkpatrick**, Professor of Communication Arts, 1979-2002
- Philip K. Kroeker**, Professor of Music, 1963-1996
- Gordon M. Krueger**, Professor of Chemistry, 1955-1979
- James B. Law**, Associate Professor of Health, Physical Education, and Recreation, 1982-1997
- Jennie A. Lee**, Professor of Education, 1951-1975
- Dwight L. Mikkelson**, Professor of History, 1968-1993
- David L. Neuhouser**, Professor of Mathematics, 1971-1993
- E. Herbert Nygren**, Professor of Religion, 1969-1991
- Robert D. Pitts**, Professor of Biblical Studies, 1973-1997
- Elisabeth Poe**, Professor of Biology, 1953-1983
- Carl W. Rice**, Professor of Education, 1969-1985
- Helen E. Rogers**, Assistant Professor of Education, 1976-1997
- Roger W. Roth**, Associate Professor of Physics, 1965-1998
- R. Waldo Roth**, Professor of Computing and System Sciences, 1967-1999
- Hilda L. Steyer**, Associate Professor of Music, 1954-1984
- Frederick B. Shulze**, Professor of Music, 1970-2002
- Kenneth D. Swan**, Professor of English, 1968-2001
- Marilyn A. Walker**, Associate Professor of Communication Arts, 1966-1996
- John W. Wallace**, Associate Professor of Social Work, 1977-1996
- Dale E. Wenger**, Associate Professor of Mathematics, 1963-1989
- Charles R. Wilson**, Professor of Religion and Philosophy, 1965-1983
- Robert C. Wolfe**, Associate Professor of Physics, 1962-1993
- Daryl R. Yost**, Professor of Education and Administrative Officer, 1983-2003

# UNIVERSITY DIRECTORY

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## Contract Personnel

**LaGatha Adkison**, University Registrar

**Evelyn Aponte**, Admissions Counselor

**Jackie Armstrong**, Computer Support Specialist

**Amy Barnett**, Admissions Counselor

**Ian Blair**, Manager of Online Services

**Theodore Bowers**, Sports Information Director

**Geri Bradford**, Information Resource Coordinator for Student Affairs

**Jane Breedlove**, Operations Manager for Admissions

**Paula Bateau**, Nurse

**Brent Chapman**, Coordinator of Development Grants and Research

**Joe Childers**, Academic Technology Resource Manager

**Steve Christensen**, University Graphic Designer

**Jerry Cramer**, Associate Director of Development/Director of Parents' Programs

**Robert Craton**, Information Resource Coordinator for Academic Affairs

**Steven Curtis**, Operations Manager/ETC

**Carl Daudt**, Computing Resource Manager for Computing and System Sciences Department

**Paula Davis**, Assistant Director of the Taylor Fund

**Terry Davis**, Information Center Technician

**Janet Deavers**, Director of Payroll Services

**Jennifer Dickey**, Associate Vice President/Controller

**Tom Diffenderfer**, Institutional Researcher

**Susan Durovey**, Administrative Assistant to Vice President for Business and Finance

**Nathaniel Ehresman**, Assistant Computing Resource Manager for Computing and System Sciences Department

**Richard Ehresman**, Bookstore Manager

**Rod Eib**, Director of Information Resources

**James English**, University Information System Manager

**Tom Essenburg**, Associate Director of Development/Director of Athletic Hall of Fame/Odle Classic

**Marilyn Evans**, Assistant to the Registrar

**Shirley Fenlason**, Coordinator of Communications/Admissions

**Jim Garringer**, Director of News Services/Campus Photographer

**David Gray**, Superintendent of Housekeeping

**William Gross**, Superintendent of Grounds

**Michael Hammond**, Director of Leadership Development

**Mike Harmon**, Associate Director of Development

**Joyce E. Helyer**, Associate Vice President for Development  
**Elton Hendree**, Admissions Counselor  
**T.J. Higley**, Information Center Specialist  
**Gregg Holloway**, Financial Aid Counselor  
**Laura Hutson**, Director of Human Resources  
**Kim Johnson**, Information Services Office Coordinator  
**Sandy Johnson**, Customer Support Specialist  
**Dan Jordan**, Director of University Press/Post Office  
**Laura Key**, Alumni Web and Assistant Resource Coordinator  
**Deborah Kim**, Coordinator of Off-Campus Programs and Special Assistant to the VP for Academic Affairs  
**Evan Kittleman**, University Webmaster  
**Bev Klepser**, Post Office Manager  
**Thomas Knight**, Network/Systems Engineer  
**Ron Korfmacher**, Admissions Student Athlete Recruiter/Assistant Coach  
**Paul Lightfoot**, Campus Landscaper  
**Robert Linehan**, Director of Information Resources  
**Linda Mealy**, Administrative Assistant to the Vice President for Academic Affairs/Dean of the University  
**Alberta Miller**, Administrative Assistant to the President  
**Cathy Moorman**, Bursar  
**Stephen Mortland**, Associate Vice President for Enrollment Services  
**Toni Newlin**, Director of Resource and Donor Services  
**Jon Ochs**, Media Technician  
**Steve Olsen**, Telephone System Manager  
**Alan Ours**, Director of Information Resources  
**Annette Payne**, Nurse  
**Pamela Pegg**, Assistant Director of Bookstore  
**Heather Ratray**, Admissions Counselor  
**Nelson Rediger**, Associate Executive Director of The William Taylor Foundation  
**Lisa Ritchie**, Assistant Director of Alumni Relations  
**Alan Rupp**, Associate Director of The William Taylor Foundation  
**Mike Schadler**, Voice/Video Engineer  
**Jeff Secrest**, Superintendent of Maintenance  
**Gaylene Smith**, Administrative Assistant to Vice President for Student Affairs  
**Ken Smith**, Executive Director of The William Taylor Foundation  
**Marty Songer**, Director of Alumni Relations  
**Barbara Stevens**, Administrative Assistant to the Provost  
**Charles Stevens**, Associate Director of Development/Director of Scholarships



## **UNIVERSITY DIRECTORY**

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**Jean St. John**, Projects Accounting Coordinator

**Larry Stoffel**, Network/Systems Engineer

**Kay Stouse**, Assistant Director of Financial Aid

**Trina Stout**, Assistant Registrar

**Joyce Taylor**, Administrative Assistant to Vice President for University Advancement

**Ken Taylor**, Associate Director of Admissions

**Tim Taylor**, Sammy Morris Hall Director

**Scott Wohlfarth**, Programmer/Analyst

**Joyce Wood**, Director of Conferences and Special Events

## 2003-2004 Academic Year

### Fall Term 2003

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Aug.	29-Sept. 1	Welcome Weekend
Sept.	2	Classes begin
	8	Last day to add a class
	8	Last day to change a class from pass/fail to grade or grade to pass/fail
	8	Last day to change a class from audit to grade or grade to audit
	8	Last day to drop a class without a transcript entry
	9	"W" transcript entry begins
	15-17	Spiritual Renewal Series
	22	Last day to drop a class with a "W" transcript entry
	23	"WP/WF" transcript entry begins
Oct.	10-12	Homecoming Weekend
	23	Fall break begins after the last class
	24	Midterm grades due
	27	Classes resume
	31	Last day to drop with a "WP/WF" transcript entry
	31-Nov. 2	Parents Weekend
Nov.	3	"WF" only when dropping a class
	3-7	World Opportunities Week
	25	Thanksgiving break begins after the last class
Dec.	1	Classes resume
	12	Last day of classes
	15-18	Final exam week
	22	Final grades due for fall term

### January Interterm 2004

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Jan.	5	Classes begin
	7	Last day to add a class
	7	Last day to change a class from pass/fail to grade or grade to pass/fail
	7	Last day to change a class from audit to grade or grade to audit
	7	Last day to drop a class without a transcript entry
	8	"W" transcript entry begins
	9	Last day to drop a class with a "W" transcript entry
	12	"WP/WF" transcript entry begins
	15	Last day to drop a class with a "WP/WF" transcript entry
	16	"WF" only when dropping a class
	19	Martin Luther King, Jr. Day
	28	Last day of classes
Feb.	2	Final grades due for interterm

# UNIVERSITY CALENDAR

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## Spring Term 2004

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Feb.	2	Classes begin
	6	Last day to add a class
	6	Last day to change a class from pass/fail to grade or grade to pass/fail
	6	Last day to change a class from audit to grade or grade to Audit
	6	Last day to drop a class without a transcript entry
	9	"W" transcript entry begins
	9-11	Spiritual Renewal Series
	20	Last day to drop a class with a "W" transcript entry
	23	"WP/WF" transcript entry begins
Mar.	8-12	Relational Enrichment Week
	19	Midterm grades due
	19	Spring vacation begins after last class
	29	Classes resume
Apr.	2	Last day to drop a class with a "WP/WF" transcript entry
	5	"WF" only when dropping a class
	8	Easter break begins after last class
	13	Classes resume
	23-25	Youth Conference
May	14	Last day of classes
	17-20	Final exam week
	20	Final grades due for May 22, 2003 graduates
	22	Commencement
	25	All remaining grades due for spring term

## Summer Sessions 2004

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May	25	May session classes begin
	25	Full summer session begin
	31	Memorial Day
June	18	May session classes end
	18-19	*Summer orientation
	21	June session classes begin
July	4	Independence Day
	9-10	*Summer orientation
	23	June session classes end
Aug	20	Full summer session classes end

\* Summer orientation dates are subject to change.

Taylor University complies with applicable federal and state statutes related to institutions of higher education, including the Student Right to Know Act of 1990, as amended; the Federal Family Rights and Educational Privacy Act of 1974, as amended; the Americans with Disabilities Act of 1990, as amended; Section 504 of the Rehabilitation Act of 1973; and all federal and state nondiscrimination laws.

### **Services for Students with Disabilities**

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Taylor University complies with the federal mandates outlined in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Reasonable accommodations are made to give students with documentation of their disabilities an equal opportunity for success. These services are provided through the Academic Enrichment Center located in the Zondervan Library.

### **The Student Right to Know Act of 1990**

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The Student Right To Know Act of 1990 (Public law 101-542 as amended) requires colleges and universities to maintain records of student enrollment, graduation, and participation in athletically-related financial aid. This data is available upon request from the Office of Administration and Planning, Taylor University, 236 West Reade Avenue, Upland, IN 46989-1001, (765-998-4627).

### **Taylor Policy of Nondiscrimination and Compliance**

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It is the policy of Taylor University to provide equal employment opportunity to employees and candidates for employment. Within the parameters of the university's Statement of Faith and Life Together Covenant, no discrimination shall exist against any employee or candidate for employment due to race, color, national origin, or sex. This policy is applicable to the policies governing recruitment, placement, selection, promotion, training, transfer, rates of pay, and all other terms and conditions of employment.

Compliance with this policy is the personal responsibility of all personnel, especially those whose duties are related to the hiring of new employees and the status or tenure of current employees. The university is committed to recruiting, employing, and promoting qualified members of groups who have not been discriminated against by the university but may be the victims of systematic, institutional, and societal forms of exclusion and discrimination. Further, as an Equal Opportunity/Affirmative Action Employer, the university will cooperate fully in the implementation of applicable laws and executive orders.

As an equal opportunity institution, Taylor University complies with all federal and state nondiscrimination laws. Direct inquiries to the Office of Academic Affairs, Taylor University, 236 West Reade Avenue, Upland, IN 46989-1001, 765-998-5204, or the Office of Civil Rights, D.H.E.W., Washington, D.

### **Family Educational Rights and Privacy Act**

The Family Educational Rights and privacy Act (FERPA) affords students certain rights with respect to their education records. They are:



## COMPLIANCE

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(1) The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.

Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

(2) The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.

Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

(3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the University may disclose education records without consent to officials of another school in which a student seeks or intends to enroll.

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by Taylor University to comply with the requirements of FERPA.

The name and address of the office that administers FERPA is:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-4605

The University may release without written consent the following items which have been specified as public or directory information for students who are currently enrolled: name, addresses, e-mail address, telephone listings, date and place of birth, major field(s) of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degree and awards received, dean's list, most previous educational agency or institution attended.

A student can request, while still enrolled, that the University not release any directory information about him/her. This designation must be furnished in writing to the Registrar by the end of the first week of classes in the semester. Requests for nondisclosure will be honored for one academic year.

At the postsecondary level, the right to inspect is limited solely to the student. Records may be released to parents only under the following circumstances: 1) through the written consent of the student, 2) in compliance with a subpoena, and 3) by submission of evidence that the parents declare the student as a dependent on their most recent Federal Income Tax form.



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*Taylor University*

*236 West Reade Avenue*

*Upland, Indiana 46989-1001*

*765-998-5127*

*[www.tayloru.edu](http://www.tayloru.edu)*